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ABSTRACT

The first section of this manual contains a selective review of organizational change literature which focuses on predictive institutional variables as they affect the adoption-diffusion process. The second section describes the development of the Trouble Shooting Checklist (TSC). The third section presents two Trouble Shooting Checklists (TSC-A and TSC-B) and instructions for taking and scoring the tests. The TSC-A focuses on institutions which are concerned with adopting modules, and the TSC-B focuses on institutions which are concerned with adopting a psychological assessment battery with a counseling orientation. The fourth section describes the development of the scoring system and describes a summary of the score ranges for the checklists. The fifth section describes typical sequencing of events and action interventions for institutions which are either ideally, marginally, or unacceptably suited for the adoption of innovations. The final section of the manual offers guidelines for change agents faced with differing institutional situations. (Author)

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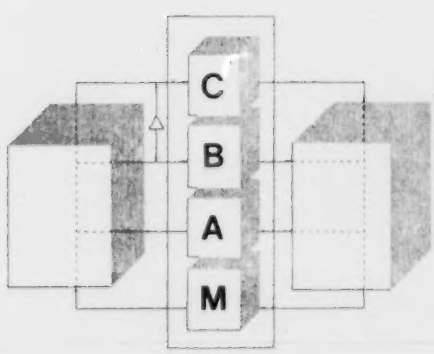
May your children live in a time of change.
—Chinese curse

Change has become a way of life. How change is accomodated and facilitated is the focus of the CBAM Program of UTR&D.

A model of the innovation adoption process, the Concerns-Based Adoption Model (CBAM), has been developed from empirical evidence. The CBAM depicts innovation adoption in educational institutions as a developmental process in which each user of the innovation demonstrates successively higher qualities of use of the innovation. The CBAM also depicts innovation adoption as a process capable of being facilitated by trained adoption agents who pace and personalize their interventions on the basis of the assessed personal needs and motivations of the individual adopters. By being sensitive to the concerns of users and by seeing use of an innovation as a developmental process, adoption agents are expected to be able to reduce the threat change poses to individuals and to increase the likelihood of an educational institution integrating an innovation at a high quality level of use.

This program seeks to validate the CBAM through studies of innovation adoption in schools and universities. Its products will be tested and functional tools for active educational change agents.



THE "TROUBLE SHOOTING"[1] CHECKLIST:

A MANUAL TO AID EDUCATIONAL CHANGE AGENTS IN THE PREDICTION OF ORGANIZATIONAL CHANGE POTENTIAL

Brad A. Manning[2]

November, 1973

The Research and Development Center for Teacher Education

The University of Texas at Austin

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SECTION I

A Selective Review
Of The Organizational Change Literature
Focusing On Predictive Institutional Variables

Organization of the Selective Review

The first section of the review gives an introduction to the organizational change literature and provides general background information. In this section the general problems in the area are discussed. The remaining sections of this review focus on the following aspects of the adoption-diffusion process: 1) stages of adoption; 2) the role of communication; 3) the role of the change agent; 4) the problem of classifying institutions by their change potential; 5) the role of institutional variables (this section includes an identification of ideal, marginal, and unacceptable institutions with respect to their potential for successful adoption); and 6) the problem of choosing change strategies for differing types of institutions.

Introduction and General Background Information

Various approaches to the study of innovation have been established. Willower (1970) names three such approaches. The first stresses the content of the curriculum and the preparation of material to correspond with the program objectives of particular fields of study. A second approach, referred to as a "process" approach, considers innovations in terms of the interests and needs of the students, presupposing that learning is increased when students

have positive attitudes and high motivational levels. A third approach to the literature on innovation in education is that of "adoption-diffusion." Willower describes this approach as having

> emphasis...on...adoption and diffusion, including such factors as the characteristics of early and late adopting units, the rate of diffusion and distinguishing features of innovations that accompany variations in this rate...[the adoption-diffusion approach]...has its historical roots in rural sociology and the study of new farming practices (p. 388-389).

Eichholz and Rogers (1964), using the "adoption-diffusion" approach to innovation, describe diffusion as the complete process by which an innovation is communicated, disseminated, and finally adopted throughout a user system.

The adoption and diffusion of innovations has typically been a difficult and complex process. The length of time involved from the initial awareness of a need to the final diffusion of an innovation throughout a user system varies from institution to institution. Certain agricultural innovations reported an average time lag of 1.54 years between the time of awareness and adoption (Beal, Rogers, & Bohlen, 1957). Studies of other technological innovations suggest that five to ten years is a typical time lag (Voegel, 1971). As Mort (1964) states in reference to educational innovations:

> The early studies indicated that change...comes about through a surprisingly slow process and follows a predictable pattern. Between insight into a need...and the introduction of a way of meeting the need...there is typically a lapse of a half-century. Another half-century is required for the diffusion of the adaptation. During the half-century of diffusion, the practice is not recognized until it has appeared in 3% of the systems of the country. By that time, fifteen years of diffusion--or independent innovation--have elapsed. Thereafter, there is a rapid twenty years of diffusion, accompanied by much fanfare, and then a long period of slow diffusion through the last small percentage of school systems (p. 318).

This tremendous time lag, together with reports from the U. S. Department of Commerce that up to 90% of all innovations fail within four years after being introduced (Rogers & Shoemaker, 1971), indicates the size of the problem faced in implementing innovations in our educational systems. In order for our educational system to keep pace with our rapidly changing society, more expedient methods of integrating innovations into organizations are being developed. One such method involves the use of a versatilely trained social science professional in the role of a change agent. Such research-based agents are proving to be a crucial link between information centers and the classroom (Cooke & Zaltman, 1972; Kerins et al., 1971; Richburg, 1970; Voegel, 1971). The change agent fills this role "as a learning system expert in cooperating with the faculty to design, implement and evaluate new instructional strategies and

approaches (Voegel, 1971, p. 69)." The change agent must be able to translate a conceptual model into a learning or instructional model, which he then introduces and helps to integrate into an organization. This requires not only an understanding of the innovation, but knowledge of the facilities, location aid, information resources, staff, and materials of the institution (Voegel, 1971). The strategy for introducing and presenting the innovation would depend on these variables. The change agent also must be able to use behavioral science techniques at specific intervention points (Beckhard, 1969) which vary from institution to institution and with particular innovations (Rogers & Shoemaker, 1971; Stuart-Kotzé, 1972). The job of the change agent then, is nothing less than "that of harnessing the bureaucracy, of creating structures designed to nurture a genuine concord of values, goals, and action (Willower, 1970, p. 390)." In other words, he guides the adoption-diffusion process.

The change agent's work has been hampered, in part, by incomplete information in the literature concerning organizational variables in relation to the adoption of an innovation. Willower (1970), in his discussion of the adoption-diffusion literature, specifically points to the basis of this problem:

> The adoption-diffusion model has been rather fruitful, but it derives from a tradition that addresses adoption by individuals rather than by organizations. Hence, a typical and a key concern has been characteristics of persons who vary in adoption rates (p. 389).

Rogers and Shoemaker (1971) also point out the need to consider variables other than characteristics of persons involved in the adoption process. They suggest that an investigation of how the properties of an innovation and its presentation affect its rate of adoption could assist the change agent in predicting the success of various presentations in particular institutional settings. While their emphasis is clearly on the properties of an innovation and their perception by the institution, the need for a predictive measure of some sort is also stressed. However, even with a means of rating particular properties of innovations, there still remains the problem of rating institutional adoptability. Hilfiker (1970) directly addresses himself to this problem. He argues that

> Little attention has been given to the social or psychological characteristics of the receiving system (such as a school or school system) and how these characteristics might affect the fate of a given innovation or change...If it becomes possible to consistently diagnose and evaluate the "state" of a school system's organizational climate, it might be feasible to modify the adaptability of professional personnel and to change or create organizational structures and processes which tend to enhance the possibilities of successful institutionalization of innovations. An instrument designed to provide data appropriate to such change processes, with the ultimate objective of modifying the system, might also aid in identifying conditions contributing to excessive change or unstable conditions. An analysis of

> such conditions might indicate that the system should achieve or return to a state of equilibrium rather than undertake extensive change efforts (p. 27).

Such an instrument might assist in making the kinds of predictions Rogers and Shoemaker suggest. With information on variables within an institution, the change agent would be better prepared to predict the success or failure of particular strategies employed in introducing an innovation. Since organizations vary, strategies of implementing innovations must also vary. Harrison (1970) states that there is " a real need for conceptual models which differentiate intervention strategies from one another in a way which permits rational matching of strategies to organizational change problems (p. 182)." Without such an instrument to assist him, the change agent is unable to quickly and accurately assess an organizational situation and make informed decisions with respect to time and resources early in the diffusion process, and thus loses valuable time. Because predictors of potentially successful adopters of innovations have not been systematized, it is only through considerable experience that a change agent can recognize indicators of the level of adoptability of an institution. An instrument which would act as a definitive guide to a change agent could be a systematic short cut to many painful years of trial and error experience. Additionally, such an instrument could assist an experienced change agent in orga-

nizing the cues to which he instinctively responds.

The checklist which follows this paper is such an instrument and is designed to predict a given institution's success in adopting innovations by ordering its levels of concerns and innovation usage. It is based on actual change agents' experiences in the field and is supported by the literature review. The checklist organizes the information about the environmental events, personalities, and organizational structures upon which the change agent must base his decisions concerning subsequent interventions in the diffusion process. As the change agent completes the checklist, an institutional profile emerges, classifying the institution as an ideal organization for innovation, a marginally acceptable organization for innovation, or an unacceptable institutional situation. Two different types of innovation-adopting institutions are considered: the first type is one in which a module has first been adopted, served as a catalyst, and consequently set a chain of events in motion; the second type of institution is one in which a psychological assessment battery with some form of personal counseling orientation has been adopted. The latter type of adoption characteristically results in a different chain of events from the former. Following the checklist are a series of action intervention sequences and guidelines for the change agent, both of which correspond with the possible institutional profiles. These descriptions are based on a review of the literature as well as on the actual responses of the experienced change agents.

The main objective of the checklist, then, is to assist an educational change agent in predicting his chances of successfully helping an institution adopt an innovation. It is an instrument which will give order and predictive meaning to information gathered from otherwise unknown institutional variables.

Stages of the Adoption-Diffusion Process

> Research about change indicates that there is a defined process which any innovation or adaptation goes through before becoming implemented or institutionalized. The change process appears to have definite stages or elements which can be studied and which lend themselves to the development of strategies to encourage the ultimate implementation of the desired outcome (Hughes & Achilles, 1971, p. 841).

As was mentioned earlier, the study of innovation as an adoption-diffusion process originated in the study of rural sociology and new farming practices (Willower, 1970). Five stages in the adoption-diffusion process have been established to describe agricultural innovations: 1) awareness; 2) interest; 3) evaluation; 4) trial; and 5) adoption (North Central Regional Rural Sociology Subcommittee, 1955). These stages have been empirically validated in a study conducted by Beal, Rogers, and Bohlen (1957). One hundred and five farmers in a central Iowa town were questioned about their adoption of antibiotics for use with swine. This innovation became a fully diffused practice by 1955. The farmers questioned indicated by their responses

that most of them had in fact passed through these five stages. Additional information gathered on the innovation processes of farmers who had adopted use of a chemical weed spray, the practice of preserving food by freezing, and the use of synthetic fabrics also supported the five-stage model of the adoption-diffusion process.

The literature on the change process in the field of education, indicates that similar stages exist for educational innovations. Wolf and Fiorino (1972), after conducting an in-depth study of the experiences of some six hundred educational innovators, concluded that the five stages of adoption-diffusion as cited in literature on agricultural innovations, are generally applicable to the field of education. While there are many similarities between models suggested by educational innovators and agricultural change models, there are some differences in emphasis and detail. Rogers' and Beal's model (1958) corresponds exactly with the agricultural change model and is derived from it. Hughes and Achilles (1971) include the five-stage model (Rogers, 1962) in an "adoption" category and establish "diffusion" as a category in itself. Voegel's model (1971) lists awareness as an environmental condition and includes interest, evaluation and trial under the heading "change process." A third category, "implementation," is divided into: a) decision to adopt, b) analysis by the change agent, and c) feedback to the change agent. Smith (1970)

describes a model based on the experience of CITE (Center for Innovation in Teacher Education), a change agency. This model consists of two general stages in innovation: the creative phase (which continues throughout the change process and includes anything having to do with the development of a model suited to a particular organization), and the assimilative phase (which includes dissemination of information, demonstration, training, and installation). A model developed by Guba and Clark (1967) lists research, invention, design, dissemination, demonstration, trial, installation, and institutionalization as the stages of the adoption-diffusion process. Brickell (1961) limits his model to design, evaluation and development. Lee (1964) includes goal setting, problem definition, research, program development, field testing, dissemination, and implementation in his model.

All of these models have certain characteristics in common. In the initial stages of the adoption-diffusion process there is an awareness of a need or verbalization of a problem. Secondly, there must be an active interest in change, and information must be sought. Some evaluation of the problem must then be made and possible solutions considered. A product must be designed which suits the needs of the institution as they have been established. There must be some kind of trial or testing period which may include demonstration and training. Richburg (1970) determined that educational innovations that had been successfully adopted had been tried on a small scale first. Finally, there must be a decision to adopt which is followed by the in-

stitutionalization and diffusion of the innovation throughout the entire system. This final stage is the "process through which the innovation gains acceptance and implementation (Hughes & Achilles, 1971, p. 942)." Throughout the entire adoption-diffusion sequencing, constant modifications and adjustments must be made (Smith, 1970), which may involve re-testing and re-evaluating. If a change agent is involved in the change process, then consultations may continue throughout the diffusion stage (Voegel, 1971).

The Role of Communication In the Adoption-Diffusion Process

Two generalizations can be made with respect to the role of communication in the adoption-diffusion process. First, it has been found that particular kinds of information are disseminated through specific communication sources. Second, the timing of communications is an important factor in the change process (Beal, et al., 1957; Rogers & Beal, 1958; Smith, 1970; Wilkening, 1956).

Wilkening (1956) identifies the following three types of information within the adoption-diffusion process: "1) hearing about the change; 2) information of help in deciding whether to try out the change; and 3) instructions in how to put the change into effect (p. 362)." He also identifies some of the same sources of information which are included in Rogers' and Beal's (1958) classification.

They identify two general sources of communication: 1) personal communications (face to face); and 2) impersonal communications. Personal communications of three types are described: 1) agency communications (from government agencies, bureaus, etc.); 2) informal communications (from friends, family, acquaintances); and 3) commercial communications (from dealers, salesmen, etc.). Impersonal communications include such sources as magazines, newspapers, journals, TV, and radio.

Two extensive studies of agricultural innovations indicate that different sources of information are used at different stages of the change process (Beal, et al., 1957; Wilkening, 1956). Findings also indicate that organizations of varying adoption rates use information sources in differing ways (Beal, et al., 1957). The earliest adopters use impersonal sources of information more than do later adopters, except in the awareness stage. Late adopters are more dependent on personal friends and acquaintances throughout (Rogers & Beal, 1958).

Impersonal sources of information may be used during the awareness stage (Rogers & Beal, 1958; Wilkening, 1956), but often in conjunction with personal sources (friends, relatives, etc.) who are aware of the particular situation. Professionally-trained sources, such as the county agent or an agricultural instructor may be contacted as well (Wilkening, 1956). Personal sources are used throughout the

information, application, and trial stages (Rogers & Beal, 1958). In the study conducted by Beal, Rogers and Bohlen, most farmers indicated that no additional information was sought at the adoption-decision stage of the change process. This decision seems to be made largely on the basis of satisfaction with the trial. Studies indicate that institutions which successfully adopt an innovation in educational settings usually have highly involved and active leaders within the organization (Carlson, 1964; Crandall, 1972; Feitler & Blumberg, 1972; Hilfiker, 1970). Wilkening points out the necessity for action on the parts of such key leaders especially during the final stages of institutionalization and diffusion.

The Role of Change Agents In the Adoption-Diffusion Process

Research-based change agents are proving to be a valuable link between information centers and the classroom (Cooke & Zaltman, 1972; Kerins et al., 1971; Richburg, 1970; Voegel, 1971). Richburg (1970) found that the presence of a change agent was the most crucial factor in the successful adoption of an innovation in an educational setting. Demonstration and planned dissemination speed up the diffusion process (Hughes & Achilles, 1971). One study even states that outside assistance seems to be the key factor in determining adoption of innovations by administrators (Kerins et al., 1971).

Several studies stress the importance of a cooperative relationship between the agent and members of the client system (Hall, 1971; Harrison, 1970; Smith, 1970). Chesler and Arnstein (1970), however, emphasize that the consultant must be prepared to disagree with school administrators when necessary if he is to function as an aid to groups within the organization which seek positive educational change. Certainly, one of the characteristics of an effective change agent is his primary commitment to accomplishing a change (Butts, et al., 1970).

Smith (1970) describes in detail the work of a change agency (CITE). This agency acts to "encourage the development, trial, evaluation, and dissemination of a broad range of innovative programs, materials and practices in teacher education (p. 1)." The group assists in such activities as administration, group processes, evaluation, dissemination, institutionalization (which includes workshops and demonstrations), and training. They do not perform these functions outright, but rather, act as consultants throughout the change process. Smith emphasizes that by acting as consultants, the agency is able to maintain better relations with the client institution. Some of the more specific functions of the agency are as follows:

1. calling attention to critical problems in teacher education;
2. reacting to ideas and encouraging their refinement;
3. encouraging people who represent a variety of desciplines,

institutions and points of view...to communicate with each other and to work together on projects of mutual interest;
4. building and maintaining a climate which is conducive to the development of individuals and ideas;
5. developing ideas into concrete proposals;
6. obtaining internal and external funds, equipment, space, and other resources to conduct projects;
7. providing opportunities for specialized training in strategies and tactics of design, evaluation, dissemination, and other aspects of research and development;
8. providing assistance in the evaluation of project goals;
9. disseminating ideas, practices, project results, information, and other items of interest through a variety of channels;
10. promoting the transfer of promising ideas, practices, programs, and techniques to settings other than those in which they were developed;
11. obtaining visibility and other rewards for persons who are trying out new ideas;
12. preparing reports, budgets, personnel forms, and other routine administrative services (p. 10-11).

The Problem of Classifying Institutions by Their Change Potential

Rates of adoption have been used by investigators as the basis for categorizing institutions. Studies indicate that adoption rates can be graphically illustrated by an S-shaped curve (Alba, 1969; Beal et al., 1957; Carlson, 1964; Mort, 1964; Rogers & Shoemaker, 1971).

> The S-shaped adopter distribution rises slowly at first when there are few adopters in a time period. Then it accelerates to a maximum when half of the individuals in the system have adopted. It then increases at a gradually slower rate as the few remaining individuals finally adopt. (Rogers & Shoemaker, 1971, p. 178).

The S-shaped curve is explained in part by learning curves (Beal et al., 1957; Rogers & Shoemaker, 1971) and in part by the "diffusion effect" (Rogers & Shoemaker, 1971). The diffusion effect is defined as

> ...the cumulatively increasing degree of influence upon an individual to adopt or reject an innovation, resulting from the increasing rate of knowledge and adoption or rejection of the innovation in the social system (p. 161).

On the basis of the S-shaped and the related bell-shaped curves of adoption-diffusion, Rogers and Shoemaker (1971) classify institutions by the following categories: innovative, early adopters, early majority, late majority and laggards. In another study, Smith (1970) developed a grid identifying four types of institutions on the basis of two institutional variables. One variable is the degree of change sought and the other is the level of involvement of members of the organization. When both the level of change sought and degree of involvement are high, then the institution is described as ideal for innovation. When they are both low, the institution is likely to be unsuccessful in adopting an innovation. When the institution has high involvement and low change or high change and low involvement, then, chances are moderate that the innovation will be successful.

The instrument which is developed in this paper includes detailed descriptions similar to those offered by Rogers and Shoemaker (1971). It uses these many descriptions as institutional variables in order

to predict the success of an innovation in much the same way as Smith's (1970) model. The instrument's value would lie primarily in its capability of yielding a brief summary profile enabling the change agent to make a decision concerning the institution's likelihood of successfully adopting an innovation. The change agent would be concerned with identifying two extreme cases: the ideal institution in which successful adoption in a reasonable amount of time can be expected; and, the clearly unacceptable institution which would require an unreasonable investment of time and resources. A third interest would be the identification of marginally acceptable institutions which would be strong in some areas but weak to the point of endangering the adoption-diffusion process, in other areas. The category of marginally acceptable is the most difficult to conceptualize. This category includes institutions that would be rated highly on some institutional variables and low on others. Rogers' and Shoemaker's middle ranges (early adopters, early majority, and late majority) are included in this category. The margirally acceptable range, then, will include institutions of varying adoption rates which are not clearly ideal or unacceptable. In addition, this marginal category includes Smith's two middle categories, since they overlap when discussed in terms other than the degree of change sought and level of involvement.

There is no intent here to dismiss the importance of the many distinctions which can be made within this mid-range. Indeed, the next logical step in the development of predictive instruments of institutional change potential would be a direct focus on the clear delineation of different marginal cases.

The Role of Institutional Variables in the Adoption-Diffusion Process

Although the literature contains descriptive models of institutions based on rates of adoption, systematic categorizations of organizational variables which would affect the adoption-diffusion process, have not been found. Because of the need to consolidate a vast array of organizational variables from many studies, the following categories will be used: 1) organizational structure; 2) personality and leadership styles of organization members; 3) communications; 4) level of usage; and 5) characteristics of students within the institutions. Since the literature has indicated that there are many similarities between agricultural variables and educational variables which affect the adoption-diffusion process, some of the findings included in this section are derived from agricultural settings.

Ideal Institutions for Successful Adoption of Innovations

Organizational structure. One measure of an institution suggested by McGrath (in Bolman, 1970) is the degree of "democratic governance." "Democratic governance has to do with the extent to which individuals in the campus community who are directly affected by a decision have the opportunity to participate in making the decision (p. 595)."

Hilfiker (1970), in a study conducted to determine what independent variables were related to successful innovation in school systems, collected empirical support to illustrate the importance of democratic governance. The following variables were found to be statistically significant at the .05 probability level: social support provided by administrative personnel as perceived by professional personnel; satisfaction with the quality of problem solving and the amount of time spent on it during staff meetings; the degree of powerlessness felt during faculty and administrative council meetings; and the degree of openness and trust felt within the organization. "Openness" is a key word repeatedly used to describe the ideal institutional climate (Hearn, 1970; Hilfiker, 1970; Smith 1970). However, Maguire (1970) points out that conflicts might be expected when structural change is introduced in such an "open," democratic institution.

Institutional mechanisms must be present which encourage and facilitate change: 1) time and resources must be made available;

2) freedom to try innovations without fear of penalty for failure must be guaranteed by the organization; 3) there should be rewards for the successful adoption of innovations; and 4) control of substantial financial resources may be necessary to absorb the costs of possible failures (Smith, 1970). It has been found that the most successful innovation adopting institutions have higher expenditures per pupil, more local commitment of funds, and higher family incomes (Bigelow, 1947; Hearn, 1970; Ross, 1958).

In general, the successfully adopting institution is larger in size (Hearn, 1970; Rogers, 1962) and has more active participation from all members of the organization (Hearn, 1970).

Personality and leadership styles of organization members. The literature indicates that administrative support is needed to create an institutional climate receptive to and actively encouraging innovation (Brightman, 1971; Crandall, 1972; Feitler & Blumberg, 1972; Smith, 1970). In general, innovative administrators are described as more cosmopolitan than non-innovators (Rogers & Shoemaker, 1971; Ryan & Gross, 1943; Wolf & Fiorino, 1972). They are likely to have been born in rural environments, to have moved more often and have attended more out-of-state meetings (Hearn, 1970) than non-innovators. It has been determined that those administrators who are better educated (Carlson, 1964; Hearn, 1970), have more experience as administrators (Hearn, 1970) and have the highest level of interaction and involvement (Carlson, 1964) are the most innovative. Innovative insti-

tutions also have more opinion leadership than non-innovative institutions (Rogers & Shoemaker, 1971), and while age isn't necessarily an important variable, younger administrators are often more innovative (Hearn, 1970).

Innovators have a willingness (Feitler & Blumberg, 1972) and even an eagerness to try new ideas. They often exist as a clique of friends who communicate closely even when geographically distant (Rogers & Shoemaker, 1971).

Communications. Information on the nature of communications between change agents and client institutions is limited, but there are indications that communications occur more frequently with earlier adopters than later adopters (Rogers & Shoemaker, 1971). Institutions which have better internal communication systems also have a greater diffusion effect and therefore a faster diffusion rate (Rogers & Shoemaker, 1971).

Levels of usage. The greater the number of innovations tried in the past, the greater the chances of adoption of the new product (Hearn, 1970). Based on the S-shaped curve of rates of diffusion, ideal institutions adopt innovations at a very high level early in the adoption-diffusion process.

Characteristics of students. Students of innovative institutions are primarily from higher income families (Bigelow, 1947; Hearn, 1970; Ross, 1958). They are able to make contributions to the organizational whole and their ideas and suggestions are heard (Hearn, 1970). They perceive their institution as an "ideal" learning situation (Crandall, 1972).

Marginally Acceptable Institution for Successful Adoption of Innovations

Since the largest number of institutions will fall under this category and because many of these institutions will have varying rates of adoption-diffusion, it is not likely that any one institution will have all of the following characteristics in the same degree. The more the statements characterize the institutional variables of a given setting, the greater the chances for a speedier adoption; and, conversely, the less the statements characterize institutional variables, the less likely will be the chances for a successful and speedy adoption.

Organizational structure. There is, unfortunately, much more information on personal characteristics of adopters than on organizational variables (Hilfiker, 1970; Rogers & Shoemaker, 1971; Willower, 1970). The marginally acceptable institution is described as having a "well-integrated" system. The more innovative the institution, the more modern will be its institutional norms; the less innovative, the more traditional the norms. Later adopters in this category are

likely to adopt only because of economic necessity or increasing social pressure (Rogers & Shoemaker, 1971).

Personality and leadership styles of organization members. The more innovative the institution, the more opinion leaders there will be. The leaders will be better educated, have higher social status, greater upward social mobility, will be members of larger organizations, and will be more favorable towards change, education and science. They will be less fatalistic, have higher levels of achievement motivation, higher aspirations, will be more cosmopolitan, and will have greater exposure to mass media and interpersonal communication channels (Rogers & Shoemaker, 1971).

Communications. The more innovative the institution, the more contacts there will be between the institution and the change agent (Rogers & Shoemaker, 1971).

Level of usage. Based on the S-shaped curve of rates of diffusion, some of the marginal institutions will adopt fairly early (13.5%), most will adopt after the initial adoption by others (34%), and a large number will adopt after the majority (34%) (Rogers & Shoemaker, 1971). The level of usage of innovations thus increases by large percentages among the institutions within this category.

Characteristics of students. No information relating directly to student populations of these institutions was found. However, after examining descriptions of more innovative institutions and less inno-

vative institutions, it can be reasonably expected that the students would come from the range of middle to lower-upper income families, and may or may not have some voice in decision-making.

Unacceptable Institutions for Successful Adoption of Innovations.

Organizational Structure. Derr (1970) outlines in detail an organizational situation in which innovation efforts failed. Departmental organization is described as "uncoordinated" with very little sharing of information. The change group had to agree to confidentiality from the beginning, which greatly hindered the team's ability to share information. Shared decision-making was non-existent and there were many dysfunctional power struggles within the organization. Directives from high administrators were consistently ignored. Pronounced status and pay differentiation existed between department heads. Power within the organization was dependent on patronage, informal contacts, and social contacts. In some instances kinship ties were a factor. Partly as a result of such administrative practices and policies, there was a pervasive sense of alientation and defeat. Members of the organization hardly knew one another and many met for the first time during the project workshops. This situation is exemplary of Maguire's (1970) comments on administrative patterns which remain constant while educational processes are changing.

Personality and leadership styles of organization members. Among the laggards there are virtually no opinion leaders (Rogers & Shoemaker, 1971). Administrators are suspicious of collaboration (Derr, 1970) and of innovations, innovators and change agents as well (Rogers & Shoemaker, 1971). In general, they are described as localized in their outlooks, nearly isolated, and focused on the past (Rogers & Shoemaker, 1971). Eichholz and Rogers (1964) describe them as being ignorant of innovations or having no interest in change. They are supporters of the status quo and societal mores. Often, they had previously participated in an unsuccessful innovation. They are described as very dependent on peer opinions and tending to adopt only when peer pressure favors adoption and the status quo permits it.

Communications. In the study which Derr (1970) cites, there was a two month period of deliberation before the first exploratory meetings took place. Communication and collaboration between the change group and the administrators remained very poor throughout. Attempts at collaboration were often turned down because the administration considered it too time consuming and unnecessary. Requests for distribution of information and reports were neglected. Administrators miscommunicated information from the change group to the staff. In general, information exchanged between the two groups was

of poor quality. The real needs and intentions of the two groups (the institution and the change group) were not well communicated or accepted by the other, "Lack of open disclosure about the needs of the two groups resulted in a client-consultant power struggle where each side spent a good deal of time trying to second guess the motives and next moves of the other side (p. 412)." The institution was not really interested in innovation, but rather, wanted the report from the change group in order to bargain for more funding and staffing. Perhaps this hazard is not uncommon to change agents. In a study by Yates (1971) it was determined that there were no significant differences in the perception of new state plans for special education between those who had adopted the innovation and those who had not. The only apparent differences between the two were increased funding and staffing for the "innovative" school systems. Beyond the increased funding and staffing, there was no interest in innovation. In an unacceptable institution, the real needs and intentions of an institution are often not communicated to the change agent.

Level of usage. If there has been previous usage of innovations, they have most likely been unsuccessful attempts (Eichholz & Rogers, 1964). If these institutions adopt at all, it will be very late compared to other institutions. Even more likely, however, is that this group will not adopt at all or will adopt only some aspects of a

program under peer pressure.

Characteristics of students. Since there is no free communication within the organization or shared decision-making (Derr, 1970), it can be reasonably expected that the students' ideas will not be considered. There will be a sense of powerlessness among most members of the organization (Derr, 1970).

The Problem of Choosing Change Strategies for Differing Types of Institutions

After comparing institutional variables in differing settings, it becomes clear that "there is no best strategy (Stuart-Kotzé, 1972, p. 59)." The best strategy depends on the variables of the particular institution (Harrison, 1970; Rogers & Shoemaker, 1971; Stuart-Kotzé, 1972).

Stuart-Kotzé (1972) develops a model which focuses primarily on organizational structure and is useful for understanding how organizational structures help determine the strategy a change agent might employ in introducing innovations to varying institutions. He develops a grid based on two variables: technical competence and interpersonal competence. If an institution is high in both competencies, then "planned change" which requires long-range planning, scheduling, and organization, may take place successfully. If an institution is low

in each variable, a "natural change" would be most successful, since there is little interpersonal skill or ability to plan and manage an organizational change. "Directed change" is most effective when technical competence in administering is high, but interpersonal relations skills are low and little trust exists between members. Rewards and punishments are suggested in this type of change process along with rapid implementation of the innovation. When there is a high degree of trust and interpersonal skills but low technical administrative abilities, then "cooperative change" would be most successful. This change wouldn't necessarily include rapid feedback, or long term planning, but would emphasize counseling and training. According to Stuart-Kotzé's model, "planned change" would be most effective and ideal because it uses all organizational resources to the fullest extent.

Rogers and Shoemaker (1971) suggest that if the change agent is familiar with such organizational variables as: 1) the perceived attributes of the innovation; 2) the nature and norms of the social system; 3) the points at which the change agents can be most effective in the intervention sequencing; and 4) what his role in the change process is in relation to the institution, then the agent might be able to function more effectively in his role. For example, a change agent would introduce an innovation by demonstrating the scientific soundness of its instrumentation during the trial and

demonstration period of it is known that: 1) highly innovative individuals appreciate scientific endeavors; 2) there are highly innovative individuals within the organization; and 3) the innovative individuals in the organization will be most interested in information the change agent will be able to provide during the trial and demonstration period. However, if he is addressing a non-innovative audience, he will probably want to emphasize how many other groups have adopted the innovation, since it is known that non-innovators are most influenced by peer pressure. The change agent will also be careful not to upset the prevailing system of norms since the non-innovative organization is especially norm conscious.

Rogers and Shoemaker (1971) also state that the perceptions of properties of an innovation may vary depending on the stage of adoption or diffusion. Properties the change agent should emphasize about an innovation are: its relative advantage to the institution; its compatibility; its lack of complexity; the ease with which it can be demonstrated; and its observability. According to Rogers and Shoemaker:

> 1 At the knowledge stage, the innovation's complexity and compatibility should be most important.
> 2 At the persuasion stage, the innovation's relative advantage and observability should be most important.
> 3 At the decision stage, the innovation's trialability should be most important (p. 160).

The manner in which the change agent demonstrates these attributes of the innovation to his client system is positively related to the rate of adoption (Rogers & Shoemaker, 1971).

A third approach to the problem is discussed in depth by Harrison (1970). He considers the intervention level of the change agent in terms of the persons involved in the change process. His approach differs from Rogers' and Shoemaker's in that he is concerned with "depths of interventions." He suggests that the change agent should initially intervene at a level where he will be supported by the group norms, peer structure and by the expressed needs of the organization. This level of intervention may include concerns with information exchange, delegation of authority, and other instrumental problems. Then, over a period of time, as the agent gains the trust of the organization members, he may be able to focus the organization members upon the more subtle and complex interactions and intra-actions at work within the organization. Harrison contends that "the depth of individual emotional involvements in the change process can be a central concept for differentiating change strategies (p. 183)."

Other studies emphasize the importance of collecting and using feedback (Roling, 1970 and 1971), and environmental considerations (Derr, 1970). Derr suggests that power holders be convinced of the need for organizational change in terms of their own self interests.

SECTION II

The Development Of
The Trouble Shooting Checklist
(TSC)

The TSC (Trouble Shooting Checklist): A Predictive Instrument

> If it becomes possible to consistently diagnose and evaluate the "state" of a school system's organizational climate, it might be feasible to modify the adaptability of professional personnel and to change or create organizational structures and processes which tend to enhance the possibilities of successful institutionalization of innovations. An instrument designed to provide data appropriate to such change processes, with the ultimate objective of modifying the system, might also aid in identifying conditions contributing to excessive change or unstable conditions (Hilfiker, 1970, p. 27).

Rogers and Shoemaker (1971) also point out the value of being able to estimate change potentials within an organization before deciding on a change strategy. "There is much practical usefulness for change agents if they can identify potential innovators and laggards in their client audience and utilize different change strategies (p. 175)."

Distinguishing innovators from non-innovators and the many shades between, has been demonstrated to depend upon many institutional variables including communication sources, environmental conditions, organizational structures, and characteristics of persons involved in the change process. Each of these in turn determines the activity of the change agent and the strategy the change agent uses in introducing an innovation. The quality and characteristics of the innovation itself seem to be of crucial importance as well (Rogers & Shoemaker, 1971).

The TSC (Trouble Shooting Checklist) is designed as a predictive instrument to aid the change agent in defining these variables within any given organization. It provides the change agent with a means of systematically organizing descriptive information in a predictive way. An institutional profile emerges which can be used by the change agent in determining the best strategy to employ. Following the TSC are action-intervention sequences and guidelines for the change agent which correspond with the profiles. These descriptions are based on empirical data collected from change agents and this literature review.

The TSC is related to the Concerns Based Adoption Model (Hall, Wallace, & Dossett, 1973) as an empirically based instrument which describes the effects of stages of human concern in interaction with levels of use of an innovation within an educational institution. The CBAM (Concerns Based Adoption Model) draws upon Fuller's (1969) paper on concerns of teachers and describes many of the attitudes and dynamics of innovation-adopting members of an institution. Typically, teachers facing a new situation (or new innovation) will first be worried about their abilities to cope with the situation (self concerns). After such concerns are resolved they will focus on how to use the innovation in the classroom (task concerns). Finally, they will ask themselves how the innovation can be used to help their students and fellow faculty members (impact concerns). The CBAM model also assumes that an institution will use an innovation

differently the second and third time it is tried. Under normal conditions, with reasonable access to resources, an institution's members will gradually change their concerns from self concerns to impact concerns and consequently increase their level of usage. The level of usage of an innovation will typically begin with an orientation stage in which members of an institution go through an initial adjustment. Intermediate stages are centered around training and practice. Final stages focus on the integration of the innovation into an entire institutional program. At this point, a renewal stage is possible insofar as institution members are able to build effectively upon a successfully adopted innovation.

The TSC has been built on the premise that institutions which have differing degrees of success in the adoption of innovations will differ both in their levels of concern and in levels of usage. As a result of these differences, distinct institutional profiles should emerge for successful, average and unsuccessful adopting institutions.

The TSC is predictive in nature and focuses on the institution as a whole. Even though the TSC may describe, in checklist form, behavior of individuals or groups of individuals within the institution, the overall institutional profile is the true target. This profile is predictive in that it gives a sign to the change agent to go ahead, slow down, or avoid an institution entirely.

Specifically, the TSC conceptual framework is organized around two general types of innovations which have been adopted by educational institutions. The first type is one in which a module has has been adopted, served as a catalyst, and consequently set a chain of events in motion. The TSC (A) is based on this type of adopted innovation. The second type of institution has instead started with a psychological assessment battery with some form of personal counseling orientation. The latter type of adoption characteristically results in a different chain of events from the former. The TSC (B) is based on this type of adopted innovation. Within these two courses of events, the TSC identifies for each the ideal situation for successful adoption and installation of R&D products, the marginally acceptable situation which contains greater risk of success, and the clearly unacceptable situation in which virtually no chance of successful adoption and installation exists. The TSC presents a set of five information areas which are repeated in the six different institutional contexts. These five information areas are listed below in the methods section. These information areas are followed by suggested sequencing of action interventions and guidelines for the change agent in each of the six different institutional contexts.

Methods and Techniques

The TSC was first developed as a survey form (TSQ--Trouble Shooting Questionnaire), which was used to collect the information upon which the TSC was based. The TSQ was a twenty-nine page questionnaire which presented eight question areas in six different institutional contexts. The eight questions were open-ended, allowed for written response and had the following focal points: 1) organizational structure; 2) personality and leadership styles in adopting institutions; 3) sequence of events in the adoption process; 4) personality and leadership style of change agent; 5) nature and type of communications used; 6) sequencing of action interventions; 7) level of usage of modules and other instruments; and 8) description of prospective teachers. The six different institutional contexts in which these questions were asked were: ideal situations, marginally acceptable situations and clearly unacceptable situations for the two separate cases of a) module-adopting institutions and b) institutions adopting a psychological assessment battery with a counseling orientation.

A change agent at the University of Texas Research and Development Center was asked to respond to the TSQ in as much detail as possible. His written responses were then shortened, checked for repetitiveness and synthesized. These responses were then typed into the questionnaire and used to give subsequent change agents a set

upon which to base their responses. Since the questionnaire required an average of five hours to complete and the questions were open-ended, it was necessary to supply some structure in the form of another change agent's responses. An additional advantage to including a change agent's responses on the questionnaire was that these responses in their rewritten and synthesized form encouraged subsequent change agents to make their own responses as succinct as possible.

Five other change agents were invited to The University of Texas R&D Center and responded to the TSQ. In addition to being given the questionnaire with a change agent's responses, they also received two charts: one for module-adopting institutions and one for institutions adopting a psychological assessment battery with a counseling orientation. Each of these charts plotted the focal points of the eight questions on the left hand margin against ideal, marginal, and clearly unacceptable situations in the columns. The charts enabled the change agents to get a quick view of the overall conceptualization of the questionnaire. The change agents' responses were then rewritten and synthesized. All change agents reported that the questions adequately probed the organizational variables to which a change agent responds when he approaches an institution and that the recorded responses on the questionnaire aided them in recalling information. The change agents

did not feel that the recorded responses presented a limiting psychological set. The rewritten and synthesized responses of all six change agents were then revised and fit into the format of a checklist (TSC). Five of the TSQ questions were rewritten in the form of statements of information areas. These five areas were: 1) organizational structure; 2) personality and leadership styles in adopting institutions; 3) nature and type of communications used; 4) level of usage of modules and other instruments; and 5) description of prospective teachers.

The checklist items, built from the change agents' responses, were listed directly below these five information area statements. The items were also grouped for greater clarity. After this grouping, items were generated from existing items on a logical basis until the number of items under each separate category of the five information areas were equal for the ideal, marginal and unacceptable institutional cases. All items were then randomly assigned within each of the categories included in the five information areas. Items representative of ideal, marginal, and unacceptable institutional situations were assigned score values of 2, 1, and 0 respectively.

This procedure was followed for the development of both the TSC-A and the TSC-B. However, because the information collected from the six change agents for the TSC-B was less extensive than for the TSC-A, it was necessary to take some items directly from the TSC-A for the TSC-B in order to equalize the items. The items that were selected

in this manner did not contain references to either modules or assessment batteries with a counseling orientation.

The remaining three questions on the TSQ were rewritten in the form of suggested sequencings of action interventions and guidelines for the change agent. These follow the checklists.

Subjects

The six change agents mentioned above were the data source upon which the TSC was built. Although their anonymity has been guaranteed, their backgrounds can be briefly described. Change agent number one: has worked in two teacher training institutions which had adopted innovations similar to those described by the TSC. (One institution was remote and rural and the second was a large, mid-western university.) Change agent number two: was asked by the college administration of a small rural teacher training institution to organize a new teacher training program, brought people with him and attracted generous government funding. Change agent number three: had several years of experience in a major state university which had field tested innovations similar to those described by TSC, and was brought in by the faculty and administration of a small state teacher training institution to install a competency-based teacher education program. Change agent number four: was a member of a resource agency team involved in the dissemination of educational innovations and has had experiences in a variety of higher education insti-

tutions. Change agent number five: worked as an internal change agent along with change agent number two at the same setting and has had more recent experience as an external change agent. Change agent number six: has had both national and international experience as a change agent and has worked in training institutions, local school districts, and institutions of higher learning.

Footnotes

1
The title of this checklist is based on the suggestion of William F. Dossett, one of the developers of the CBAM (Concerns Based Adoption Model), who pointed out that the adoption-diffusion process could be studied by identifying problems or "troubles" within an educational system much in the same manner as an electrical engineer would "trouble shoot" a complex piece of apparatus.

2
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SECTION III

Two Trouble Shooting Checklists

TSC-A and TSC-B

Test and Scoring Instructions

The TSC-A and TSC-B are two seperate instruments and are not parallel forms. The TSC-A is designed for use with module adopting institutions and the TSC-B is for use with institutions which have adopted a psychological assessment battery with a counseling orientation.

Answer sheets are provided at the end of each test, along with a clear plastic scoring key. It is recommended that you use the answer sheet to record your responses. The test may be scored quickly by placing the plastic scoring sheet over the answer sheet and matching the boxes. The numbers directly to the right of each item box indicate the score value of that item. First, add together the item values of the boxes you have checked in each column in order to obtain sixteen subscale values. Second, in order to obtain the five major scale values, add each respective grouping of the subscale values as indicated on the answer sheet. Third, in order to obtain a total score, add the five major scale values.

After you have obtained subscale scores, major scale scores, and a total score for the institution rated, refer to the score range section of this manual which follows the tests. This section names the subscales and major scales and includes the score ranges for <u>ideal</u>, <u>marginal</u>, and <u>unacceptable</u> designations.

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TSC-A
(for module adopting institutions)

SECTION I

The following TSC categories and items focus on the institution's organizational structure and include characteristics of the faculty and administration as they relate to organizational structure.

CHECK ONLY THE 8 ITEMS THAT MOST APPLY.

Category A: Organization Structure

____ 1. The internal change agent working at this institution appears to be incompetent, and his position lacks authority and responsibility.

____ 2. There is little state-level support or leadership.

____ 3. The group of potential adopters seems to have some communication problems with the larger faculty group.

____ 4. There is a small group of adopters which has credibility with a larger faculty group that gives feedback.

____ 5. The potential adopters that do exist have serious communication problems with the faculty at large.

____ 6. The internal change agent working at this institution, although quite capable, is not in a position of authority.

____ 7. It is not yet clear how large the group of adopters will be.

____ 8. The internal political structure is such that the tenured faculty exerts pressure against innovation.

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_____ 9. There is an "intellectual" authority figure in addition to "line-staff" authority.

_____ 10. The organization has a stable structure with fairly well-defined roles and established (functional) channels of communication.

_____ 11. There is no "intellectual" authority figure--only "line-staff" authority.

_____ 12. The source of power lies outside of the institution.

_____ 13. The internal change agent working at this institution is in a position of authority and responsibility.

_____ 14. There is a small group of highly involved adopters who work in close proximity.

_____ 15. There is a small group of adopters appearing to move faster and more effectively than would a large group of adopters.

_____ 16. There is a small group of adopters who clearly demonstrate an ability to effectively communicate with a larger faculty group in order to gain their support.

_____ 17. There are a number of potential adopters, but none who are yet fully committed.

_____ 18. Potential adopters are scattered across campus and do not have daily contact.

_____ 19. There is a closed organizational structure. (All activities fit into a predetermined structure.)

_____ 20. There is a strict, hierarchical organization.

_____ 21. The group of adopters has not yet established credibility with a larger faculty group but clearly shows potential to do so.

_____ 22. The organization structure includes the following hierarchy of positions: president; provost; dean; and department chairman.

_____ 23. There are no committed adopters or potential adopters identifiable.

_____ 24. Those individuals who have expressed interest in the innovation have low credibility with the rest of the faculty and appear to be locked into their positions.

☐ CATEGORY I-A SCALE SCORE

CHECK ONLY THE 8 ITEMS THAT MOST APPLY.

Category B: Social-Professional Climate of the Organization

_____ 1. The institution may be committed to another innovation already developed or has no need for the change agent's innovation.

_____ 2. There is a group leader in the organization who is cognizant of group dynamic techniques and can work effectively with the group.

_____ 3. The institution as a whole has respect for its education department, but there is little interaction between the education department and the rest of the university.

_____ 4. The institution has ample resources upon which to draw for the adoption of innovations.

_____ 5. The institution is liberal arts oriented with a bias against education.

_____ 6. This institution emphasizes publication, independent investigation, and training of doctoral students.

_____ 7. Although the faculty have enough professional security to risk failure, their personalities are such that they would not take great risks.

_____ 8. Individual members within the organization are able to reinforce one another.

_____ 9. The institution as a whole has respect for its education department and draws regularly on its resources.

_____ 10. There is much emphasis placed on an overly literal interpretation of "democracy," which may result in paralysis of the innovation process.

_____ 11. There is an organizational inertia at this institution.

_____ 12. There is much concern with the status quo and little reward for innovation.

_____ 13. Although individual members of the department are on good terms, they are not in a position to reinforce each other.

_____ 14. The institution definitely rewards innovation.

_____ 15. There is much interest in the techniques involved in the use of the innovation, but limited concern with its impact on the students.

_____ 16. Although the institution is not isolated, it still is not yet fully integrated into the community.

_____ 17. There is an emphasis on the development of students and a concern about the impact of an innovation on the education of students.

_____ 18. The institution is small and isolated.

_____ 19. The institution is an integral part of the community.

_____ 20. There is an atmosphere of professional security, and the adopters feel that they are able to risk failure.

_____ 21. There are very conservative constituents and consumers at this institution.

_____ 22. The resources which can be used for the adoption of innovations are limited.

_____ 23. Although innovation is sometimes encouraged, no clear cut rewards for innovating are apparent.

_____ 24. The institution may be prestige oriented.

[ ] CATEGORY I-B SCALE SCORE

CHECK ONLY THE 7 ITEMS THAT MOST APPLY.

Category C: Characteristics of the Faculty

_____ 1. There is little focus on interpersonal dynamics among the faculty, either personally or professionally.

_____ 2. The faculty are older than average and discourage younger faculty from remaining.

_____ 3. The faculty are overly concerned with course content.

_____ 4. There are one or two faculty who have some interest in innovation, but who are low level authority persons.

_____ 5. The faculty are rewarded for their focus on innovation.

_____ 6. The faculty are highly interested in most aspects of the innovation.

_____ 7. The faculty are evenly distributed with respect to age.

_____ 8. The faculty are generally uninformed about innovations.

_____ 9. The faculty have high concerns about their own personal needs and domains.

_____ 10. The faculty receive little reward for innovation.

_____ 11. The faculty are presently more task-oriented than student-oriented and have not yet formulated questions about the effects of the innovation on their students.

_____ 12. The faculty are flexible.

_____ 13. The faculty are very much concerned about their professional relationships and the way in which these relationships effect the functioning of their programs.

_____ 14. The faculty are completely informed about innovations related to their areas.

_____ 15. The faculty are indifferent and unconcerned.

_____ 16. The faculty members are concerned not only with designing and carrying out effective programs, but are also concerned with the impact of these programs on students.

_____ 17. There are one or two older faculty members who are interested in innovation.

_____ 18. The faculty members focus on professional goals rather than their needs for survival.

_____ 19. The faculty are more concerned with personal relationships than professional relationships to the point of being indifferent to the interpersonal dynamics within their organization.

_____ 20. The faculty are generally informed about educational innovations, although there are some embarrassing gaps in their knowledge.

_____ 21. The faculty are mostly master's level.

☐ CATEGORY I-C SCALE SCORE

CHECK ONLY THE 7 ITEMS THAT MOST APPLY.

Category D: Characteristics of the Administration

_____ 1. The department chairman may be responding to pressures for implementing the innovation.

_____ 2. The administration is detached.

_____ 3. The leadership in key positions has clearly demonstrated an interest in constant, constructive change.

_____ 4. The dean may be responding to pressures for implementing the innovation.

_____ 5. The leadership in key positions desires to maintain the status quo.

_____ 6. The administration not only shows indifference to the faculty but at times expresses intense hostility.

_____ 7. The department chairman, or dean, is cognizant of curriculum development procedures.

_____ 8. The department chairman has support from administrators above him in the organizational hierarchy; the dean may be supportive.

_____ 9. The dean may have no interest in faculty work, but he supports the chairman.

_____ 10. Although the dean has been presumed to have adopted the innovation, he has refused to help in any way.

_____ 11. The department chairman (or direct supervisor) may have a passing interest in the innovation, but the administration does not support it.

_____ 12. The dean is supportive and has an interest in the faculty adopting the innovation.

_____ 13. The administration clearly demonstrates an interest in the faculty.

_____ 14. The administration is flexible.

_____ 15. The administration demonstrates little or no interest in the faculty.

_____ 16. The dean has no interest in the faculty and does not support the chairman.

_____ 17. The administration has not yet committed itself, but the department chairman has an interest in innovation.

_____ 18. The administration is rigid with some few permissive administrators.

_____ 19. The department chairman is strongly supportive - through public statements, promotion rewards, and provision of resources.

_____ 20. The administration is rigid.

_____ 21. The department chairman, although pressured to implement the innovation, refuses to cooperate in any way.

CATEGORY I-D SCALE SCORE 62

TSC-A

(for module adopting institutions)

SECTION II

The following TSC categories and items describe personalities, leadership styles, and concerns of faculty, department chairman, and dean.

CHECK ONLY THE 9 ITEMS THAT MOST APPLY.

Category A: Personality and Leadership Styles of the Faculty

_____ 1. The faculty are not discouraged from innovation adoption but are given little or no encouragement or financial support for purchase of materials.

_____ 2. The faculty cooperate with each other, but a genuine concern for each other may be lacking.

_____ 3. Some faculty may already be committed to an existing innovative program.

_____ 4. The faculty are interested in teaching tools as opposed to ideas. They are mechanistic as as opposed to conceptual.

_____ 5. There are two factions in the department. One faction has a subject discipline orientation, and the other is arguing strongly for department-wide program development which would involve innovation adoption.

_____ 6. The faculty are not only encouraged in their efforts at innovation adoption but are given financial support for related educational expenses.

_____ 7. There is a willingness to question the status quo and initiate change if desirable.

_____ 8. The faculty have concern for one another.

_____ 9. The faculty are not only encouraged in their efforts at innovation adoption but are given financial support for purchase of materials.

_____ 10. Faculty members are either insecure or overly protective of an image. The high risk factor is viewed as a personal risk.

_____ 11. Faculty members are static individuals, preoccupied with self-centered concerns.

_____ 12. The faculty are not discouraged from innovation adoption but are given little or no encouragement or financial support for travel.

_____ 13. The faculty have many outside interests. Teaching may be only a secondary family income.

_____ 14. The faculty are not discouraged from innovation adoption but are given little or no encouragement or financial support for retraining.

_____ 15. The faculty are not only encouraged in their efforts at innovation adoption but are given financial support for travel.

_____ 16. There is an emphasis on research which will aid in the improvement of educational processes.

_____ 17. There is mutual trust among members of the faculty.

_____ 18. The faculty have a subject discipline orientation.

_____ 19. An atmosphere of mutual trust among the faculty has not yet been established, but there are subgroups which appear to have established some degree of trust.

_____ 20. Publication, per se, may not be emphasized, but the faculty are concerned with achievement as well as program development, and they respond to a wide variety of success measures. These success measures may be in the form of publications, program development, excellence in teaching, and national scholarly exchange.

_____ 21. The faculty are interested in innovation and in undergraduate programs but are frustrated by a slow rate of change and lack of direction.

_____ 22. The faculty members fit a large university stereotype. They are cool, remote, and interested only in promising graduate students or research.

_____ 23. The faculty are interested in students and teaching.

_____ 24. The faculty appear to be detached from all program development activity.

____ 25. The faculty are not discouraged from innovation adoption but are given little or no encouragement or financial support for educational experiences.

____ 26. There appear to be some faculty members who are static and self-involved, but there is also a group which seems dynamic and concerned with program development.

____ 27. The faculty challenges all innovations from a nebulous, constantly shifting philosophical base in order to avoid change.

☐ CATEGORY II-A SCALE SCORE

CHECK ONLY THE 9 ITEMS THAT MOST APPLY.

Category B: Personality and Leadership Style of the Department Chairman

____ 1. The department chairman is primarily interested in administrative tasks, but may have some small curiosity about innovation.

____ 2. The department chairman is concerned with the quality of curriculum development.

____ 3. The department chairman may be the type of person who becomes involved in the curriculum itself, rather than using it as a means to bring about change.

____ 4. The department chairman, although usually concerned with a rigid budget, is now showing signs of releasing some funds for innovation adoption.

____ 5. The department chairman is concerned with current developments relevant to this program.

____ 6. The department chairman actively avoids people whenever possible.

____ 7. The department chairman does not know much about group dynamics but has asked about topics which are related.

____ 8. The department chairman is primarily interested in administrative tasks, with which he has much difficulty, and lacks even curiosity about innovations.

_____ 9. The department chairman knows nothing about current developments relevant to his department and appears to be off in another world.

_____ 10. It appears that the department chairman has a marked negative attitude toward the innovation and views it as a threat.

_____ 11. The department chairman is concerned with the quality of instruction.

_____ 12. The department chairman has not been supportive of change during the trial period of the innovation (which is still in progress) but shows signs of giving more support if there is a good chance of success.

_____ 13. The department chairman is concerned with people.

_____ 14. The department chairman views the curriculum (which apparently was set in stone several decades before) as the final word.

_____ 15. The department chairman has no special interest in the innovation but is willing to back a group of adopters if they can demonstrate the utility of the innovation.

_____ 16. The department chairman is especially supportive of change during the trial period of an innovation. (This support must be expressed both in terms of concern and interest as well as in material backing.)

_____ 17. The department chairman does not appear to have a completely secure position.

_____ 18. The department chairman seems uninformed about current developments relevant to his program, but he has expressed a desire to learn more about innovations in the area.

_____ 19. The department chairman enforces a "hold-the-line" attitude or a "stay-within-the-budget" approach.

_____ 20. The department chairman's position is not secure, and there is a small faction trying to replace him.

_____ 21. The department chairman views most change as a personal affront.

_____ 22. The department chairman is concerned with group dynamics.

____ 23. The department chairman is concerned with the survival and success of programs.

____ 24. The department chairman characteristically uses the curriculum as a means to implement changes, rather than as an end in itself.

____ 25. The department chairman may not view group dynamics as a subversive plot, but he has stated in so many words that he has never been involved in "pop" culture.

____ 26. The department chairman is secure in his administrative position.

____ 27. The department chairman does not appear to be especially concerned with people but otherwise meets his responsibilities.

☐ CATEGORY II-B SCALE SCORE

CHECK ONLY THE 9 ITEMS THAT MOST APPLY.

Category C: Personality and Leadership Style of the Dean

____ 1. The dean is completely unaware of current developments related to his area and actively avoids them.

____ 2. The dean has a pleasant personality, is generally accessible, and is not concerned about programs.

____ 3. The dean's position is not yet completely secure, and he expresses some concern about this state of affairs.

____ 4. The dean is concerned about each faculty member as an individual human being.

____ 5. The dean is indecisive and has no understanding of how to use power to attain goals.

____ 6. The dean does not help in any way to maintain and spread the innovation, but he does stay out of the way and does not impede progress.

____ 7. The dean has some concern about the success of the adoption, but he can hardly be described as enthusiastic.

____ 8. The dean acts as a hindrance to adoption and diffusion of innovation.

____ 9. The dean is inconsistent in decision making and policy.

____ 10. The dean is knowledgeable about current developments.

____ 11. The dean is able to make decisions and use power to attain goals.

____ 12. The dean is unwilling to fight those in higher positions for program support (funding for staff, research, travel, retraining, etc.).

____ 13. The dean is passive and unimaginative.

____ 14. The dean has many creative ideas but does not push them aggressively enough to have action taken on them.

____ 15. The dean's position is definitely not secure, and he is vainly attempting to organize power factions which he hopes will save him.

____ 16. The dean is aggressively creative.

____ 17. The dean is highly concerned with the success of programs.

____ 18. The dean has a secure position, but he is unconcerned about security in and of itself.

____ 19. The dean is willing to struggle with vice-president, president, and regents regarding the program needs.

____ 20. The dean has some gaps in his knowledge about current developments, but he may be open to more information.

____ 21. The dean is unconcerned about the adoption of the innovation and refers questions to somebody else as fast as possible.

____ 22. The dean is not willing to struggle with power figures above him over the adoption of the innovation, but he is willing to let those below him work on the adoption.

____ 23. The dean is consistent in decision making and policy, but he is not necessarily an advocate of a modular approach to the exclusion of other existing approaches.

____ 24. The dean seems indecisive at times, but he has a history of using power to attain goals.

____ 25. The dean is committed to the establishment of new programs.

____ 26. The dean has an unpleasant personality and is actively hostile to most forms of change.

____ 27. The dean is unwilling to fight with anyone above him, but he obviously enjoys attacking those below him. (He is not without imagination in his destructive tactics.)

☐ CATEGORY II-C SCALE SCORE

TSC-A

(for module adopting institutions)

SECTION III

The following TSC categories and items focus in the nature of communications, using phone calls, letters, and personal visits.

CHECK ONLY THE 5 ITEMS THAT MOST APPLY

Category A: General Nature of all Communications

_____ 1. There are some pseudo-professional communications concerned with philosophy, belief foundations, and so forth, designed to sidetrack innovations.

_____ 2. This institution not only refuses to initiate communication, but often appears to be avoiding contact.

_____ 3. Expenditures made on travel, which would help communication, are limited and do not greatly aid the adoption process.

_____ 4. Progress in the adoption process can usually be detected after each major exchange with this institution.

_____ 5. This institution feels comfortable with regular communication from the beginning of the adoption process.

_____ 6. Communication is usually superficial, but this level of communication may be only temporary.

_____ 7. If there are communications from this institution, they will be primarily social, rather than professional.

_____ 8. Communications with this institution will be largely one-way and unplanned, with no order or sequence.

_____ 9. The institution is uncomfortable about regular communications early in the process. They may later use poor communications as a scapegoat for the program if there are problems.

_____ 10. This institution is not concerned about the amount of money spent on travel which will aid communication and speed the adoption process.

_____ 11. Communications are usually initiated by the institution developing the innovation.

_____ 12. Much progress has been made by working with individual faculty members.

_____ 13. When potentially serious problems have arisen, communications have been focused on providing resources for the solution of these problems.

_____ 14. Communications are initiated by both the institution which has developed the innovation and the adopting institution.

_____ 15. This institution refuses to spend any money on travel, phone calls, and so forth, which would aid the communication process.

[ ] CATEGORY III-A SCALE SCORE

CHECK ONLY THE 4 ITEMS THAT MOST APPLY.

Category B: Frequency and Nature of Letters and Phone Calls

_____ 1. There appears to be little chance that this institution will request a personal visit. Written communications are much preferred.

_____ 2. Letters are occasionally used by this institution to avoid any additional personal contact.

_____ 3. One phone call per week is optimum but not mandatory for this institution.

_____ 4. Letter exchanges, although limited in number, have exceeded phone calls. The degree of involvement of this institution is not yet clear.

_____ 5. This institution often uses written communications for brief messages which could be more appropriately given by a phone call.

_____ 6. For whatever reasons, this institution does not want any more than minimal contact.

_____ 7. It appears that if the decision is left to this institution, communication will be restricted to a few letters of inquiry, possibly one or two letters in a three-month period, followed by silence. Long lapses (up to two years) may occur between correspondence.

____ 8. When briefer communications are appropriate, it has been found by this institution that phone calls are much more effective than written communication.

____ 9. There have been few phone call exchanges with this institution, but there have been some letters. The phone calls may increase if interest in the innovation increases.

____ 10. Letters are used by this institution to document detail, confirm verbal communications, and formalize commitments.

____ 11. There is a possibility of one phone call from this institution.

____ 12. This institution has kept in close contact, and formal, written communications have been found to be inappropriate.

[ ] CATEGORY III-B SCALE SCORE

CHECK ONLY THE 6 ITEMS THAT MOST APPLY.

Category C: Frequency and Nature of Personal Visits

____ 1. The faculty has frequently requested visits so close together that there has not been enough time for appropriate feedback.

____ 2. The change agent will not only have to spend much time trying to interest the administrators at this institution, but will then also have to put much effort into convincing the faculty that the administration actually has interest in anything but the status quo.

____ 3. No feedback has been given after the one or two visits that have been made.

____ 4. Communication will usually involve consultation or direct conference to attempt to interest or involve administrators.

____ 5. In your opinion, the frequent number of personal contacts that the institution has requested have been beneficial. The adopting institution has viewed the contact as excellent external consultative services and definitely not harassment.

____ 6. Personal visits and phone calls are the most frequent forms of communication.

____ 7. Visits are primarily social and give only the impression of concern, where no real concern exists. Interaction remains superficial, but it may improve later on in the adoption process.

____ 8. You are worried that some of the faculty of the institution may view the frequent (and not always appropriate) requests for visits by the administration as a form of harassment on your part.

____ 9. There is a possibility of one personal visit at the most with this institution.

____ 10. Personal visits have been limited in number, but they may increase if the institution becomes a little more involved.

____ 11. Frequent contacts with the institution have aided in a feeling of "we-ness" in the project development.

____ 12. Visits have been far enough apart that the faculty can give feedback on the developments since the last visit.

____ 13. Any contact that this institution requests will be at the wrong time and for the wrong reasons.

____ 14. Personal visits have already occurred between three and five times over a month of contact with this institution, and all have been profitable.

____ 15. The contacts that this institution has requested have not always been appropriate.

____ 16. Personal contacts with this institution have proved to be the most valuable communication channel and have occurred whenever needed.

____ 17. If a visit is even made by this institution, the communication will not only be superficial, but definitely evasive.

____ 18. If you visited this institution now, it would be called harassment by some of the faculty, even though you have been there only once before.

[ ] CATEGORY III-C SCALE SCORE

TSC-A

(for module adopting institutions)

SECTION IV

The following TSC categories and items describe the level of usage of modules and related innovations.

CHECK ONLY THE 4 ITEMS THAT MOST APPLY.

Category A: First Stages of Adoption

_____ 1. This institution has started with an extremely low level of usage of the innovation and from all signs will remain at this level. One wonders about the motivation of the faculty for "starting" the adoption process.

_____ 2. This institution has never developed its own products and does not have a clear understanding of what standards should be applied for the selection of an innovation which would meet its needs.

_____ 3. This institution has not had previous experience in the adoption of innovations and tries to hide its lack of experience.

_____ 4. This institution may start out at a low level of usage but will develop a high degree of sophistication sooner than institutions which have less ideal circumstances.

_____ 5. This institution has had the discipline to follow the directions of the developer precisely (within boundaries of interpretation). Apparently they will quickly develop competency in the use of materials/techniques and will begin to modify the innovation in order to accommodate local criteria.

_____ 6. This institution has some basic knowledge related to the innovation, but further study will be necessary if successful adoption is to occur.

_____ 7. This institution is unaware of basic knowledge related to the innovation.

_____ 8. This institution has started with quite a low level of usage of the innovation, and it is difficult to predict how the adoption process will advance. There is a possibility that they may hire several new faculty members who could speed up the adoption process.

_____ 9. This institution has already talked about pilot testing and modifying testing materials to fit their needs. As a result, the institution should develop a high degree of sophistication sooner than institutions with less ideal circumstances.

_____ 10. This institution has developed its own products and has its own well defined standards for the acceptance of an innovation. You will have to insure that the product appeal of your innovation meets their standards.

_____ 11. This institution not only lacks faculty with development experience, but also shows no interest in hiring such faculty.

_____ 12. This institution has not had experience in the adoption of innovations but has expressed interest in program development based on some of the latest educational innovations.

[ ] CATEGORY IV-A SCALE SCORES

CHECK ONLY THE 4 ITEMS THAT MOST APPLY

Category B: Predictions of Later Stages of Adoption

_____ 1. You would predict that this adopting institution will begin its own research and refinement of innovations as soon as they have developed a technical competency with this innovation.

_____ 2. There are a few faculty who will probably achieve a high level of usage, enabling them to effectively use the innovation in their teaching. However, they are presently unable to see how they will integrate this level of usage into an entire program due to the fact that most faculty members are self-satisfied and content. If those few interested faculty can interest the rest of the faculty in the innovation, a full adoption process will be possible.

_____ 3. The members of this adopting institution are already talking about future plans to serve as a source for further dissemination of the innovation, such as an information source, demonstration site, etc., for other institutions.

____ 4. There are a few faculty who will achieve a high level of usage. They are now in the process of convincing the less than enthused majority of their department to adopt the innovation. These few faculty may be capable of exerting considerable pressure for change.

____ 5. Although this institution does show signs of ability to eventually develop its own modules, it is not clear how they plan to use the adopted innovation as a resource module.

____ 6. There appears to be little chance that this institution will ever be able to develop its own modules.

____ 7. For some unknown reason, the faculty act as if they cannot comprehend the innovation, but it appears that they will continue to remain silent rather than attempt to clarify their confusion.

____ 8. There are a few faculty who will probably achieve a level of usage enabling them to effectively use the innovation in their teaching. But they are presently unable to see how they will integrate this level of usage into an entire program due to the fact that they have not yet made a real attempt to persuade the rest of the faculty, except through very general discussions.

____ 9. This institution shows signs of being able to develop its own modules and to effectively use resource modules in this development.

____ 10. The adopted module shows promise of serving a catalytic role in other innovative implementations in the institution in the future.

____ 11. No progress will be made beyond information requests on value orientations, demands on the institution, demands on the administration, costs, etc.

____ 12. Any material made available to the institution will probably remain on the shelf, unexamined.

☐ CATEGORY IV-B SCALE SCORE

CHECK ONLY THE 4 ITEMS THAT MOST APPLY

Category C: Organization Members' Attitudes Toward the Innovation

_____ 1. The faculty and administration are unaware of basic knowledge related to the innovation.

_____ 2. The faculty and administration could use more knowledge of areas related to the innovation. Unless they take care of this problem, an otherwise productive adoption team will fail.

_____ 3. This institution has a faculty which is highly aware of basic knowledge related to the innovation.

_____ 4. The institution is sophisticated, but the faculty appear already overcommitted. If they can find time to devote to the innovation, there is some chance for successful adoption.

_____ 5. There could be more reinforcement for module adoption at this institution. If there were, the attitude of the faculty would be considerably improved.

_____ 6. The faculty and administration do not want to know about innovations.

_____ 7. The product is viewed as a resource rather than as a basic program. This minimizes any chance for adoption of the innovation.

_____ 8. There is much reinforcement for module development and implementation, which indicates that these activities have a good chance of continuation.

_____ 9. If there were more faculty involvement, the innovation would stand a much better chance of successful adoption.

_____ 10. There is a high degree of faculty involvement in the module development, which seems to be directly related to their strong commitments to the program.

_____ 11. The institution's concerns are not related to innovation.

_____ 12. This institution is completely committed, although it is not as sophisticated as some institutions. Apparently this institution is an example of the frequent finding that unsophisticated institutions can develop modules that are better than those developed by more sophisticated institutions.

[ ] CATEGORY IV-C SCALE SCORE

TSC-A

(for module adopting institutions)

SECTION V

The following TSC categories and items describe the personalities, social characteristics, and academic styles of the prospective teachers.

CHECK ONLY THE 7 ITEMS THAT MOST APPLY.

Category A: Personality and Social Characteristics of Prospective Teachers

_____ 1. This institution seems to have two distinct groups of teachers. One is inarticulate, and the other expresses itself very well. The faculty have not yet addressed this problem.

_____ 2. The prospective teachers are very much concerned about each other's welfare.

_____ 3. The prospective teachers are self-centered and self-satisfied.

_____ 4. There are some prospective teachers who appear to be rigid. This rigidity was reinforced by the old program. If they are exposed to new ideas and materials, there is a chance that they may become more flexible.

_____ 5. The prospective teachers have a high energy level.

_____ 6. The prospective teachers will not even share class notes.

_____ 7. The prospective teachers are eager to share experiences and ideas with each other.

_____ 8. The prospective teachers are often as "snobbish" as the institution.

_____ 9. While the institution does not reward high involvement among prospective teachers, several of the faculty do seek out apathetic students and encourage them to become more involved.

_____ 10. It is difficult to judge how much the prospective teachers share with one another. There is a certain amount of guardedness in their interaction.

____ 11. The communications between many of the prospective teachers are primarily concerned with undesirable faculty, but there is a small group of students who spend much time discussing what they are learning.

____ 12. The prospective teachers are completely rigid and closed to change.

____ 13. The prospective teachers are apathetic and uninvolved. (This apathy is reinforced by the institution.)

____ 14. The prospective teachers have purposes and goals which are open to change.

____ 15. The prospective teachers seek out all possible opportunities to make contact with each other.

____ 16. The prospective teachers repeatedly challenge themselves and are not content to remain at one level after they have mastered the requirements of that level.

____ 17. The prospective teachers are inarticulate.

____ 18. There are probably too many self-centered and self-satisfied prospective teachers at this institution, but there are some who do question themselves and do appear to be involved in the program.

____ 19. The prospective teachers treat each other as equals.

____ 20. The prospective teachers avoid each other and have as little contact as possible.

____ 21. These prospective teachers need to challenge themselves more than they have in the past.

[ ] CATEGORY V-A SCALE SCORE /

CHECK ONLY THE 7 ITEMS THAT MOST APPLY.

Category B: Academic Style of Prospective Teachers

____ 1. The prospective teachers are preoccupied with prerequisites, sequences, and course numbers.

____ 2. The prospective teachers keep educational experiences at a minimum.

_____ 3. The prospective teachers quite often succeed in spite of the institutional influence.

_____ 4. The prospective teachers are preoccupied with satisfying each level of requirements.

_____ 5. The prospective teachers are constantly exchanging ideas with faculty, and their ideas are respected.

_____ 6. The prospective teachers at this institution go far beyond the satisfaction of course requirements and seek out new information and experiences on their own.

_____ 7. The prospective teachers praise their program for the inter-relatedness of its courses. They like the idea that each course builds on another course.

_____ 8. The prospective teachers avoid all contact with the faculty except in the classroom.

_____ 9. The prospective teachers do not know if the faculty listen or not, since they do not listen to the faculty.

_____ 10. The prospective teachers have complained that the courses lack inter-relatedness.

_____ 11. The prospective teachers exchange assignments, tests, and papers whenever possible to alleviate their work loads.

_____ 12. The prospective teachers have little or no contact with faculty.

_____ 13. The prospective teachers communicate openly with faculty.

_____ 14. The prospective teachers are enthusiastic about their course work because it constantly exposes them to new ideas.

_____ 15. Since education majors are considered low status, students align themselves with other academic areas and become certified to teach without informing anyone.

_____ 16. The prospective teachers are often on a first-name basis with faculty.

_____ 17. The prospective teachers have complained that the courses are redundant and unrelated to their concerns.

_____ 18. The prospective teachers are in frequent contact with one another in seminars, in the field, and in the learning resource center.

_____ 19. The prospective teachers model themselves after one or two professors who are admired and "on their side."

_____ 20. The prospective teachers have a "course by course" attitude toward their studies and prefer this situation.

_____ 21. There is outright cheating and deception on the part of many of the prospective teachers.

☐ CATEGORY V-B SCALE SCORE

CHECK ONLY THE 7 ITEMS THAT MOST APPLY.

Category C: Characteristics of Faculty which Affect Prospective Teachers

_____ 1. The faculty have little desire for professional improvement as a group, but there are several hard-driving faculty members.

_____ 2. The faculty are unconcerned with students and instead have a content orientation.

_____ 3. The faculty have a sense of commitment and are therefore willing to work long, hard, and effectively.

_____ 4. The faculty view their "work" in terms of an eight to five job. This attitude shows signs of changing as interest in the innovation increases.

_____ 5. The faculty are older than average.

_____ 6. The institution is a small, rural, or private school with a liberal arts emphasis and a faculty that has contempt for education courses.

_____ 7. The faculty have freedom within the institution to grow professionally.

_____ 8. The faculty are committed to teaching as a profession, and they desire professional growth.

_____ 9. The faculty have only a tolerance for teacher educators. This attitude may hurt the work of several talented teacher educators.

_____ 10. This is an urban, commuter campus, and the faculty and administration make no attempt to encourage more student involvement.

_____ 11. The faculty have many outside commitments.

_____ 12. The faculty are secure in their positions.

_____ 13. The faculty exchange ideas with one another and teach each other.

_____ 14. The faculty are open to change, and they listen to the suggestions and ideas of students.

_____ 15. The faculty are more preoccupied with selective admission than with training programs. The adoption of the innovation may change this preoccupation.

_____ 16. Most of the faculty are at the master's level.

_____ 17. Most of the faculty are concerned with faculty welfare rather than with teaching. But there are a few strongly motivated, student-oriented faculty.

_____ 18. The faculty are self-assured and are concerned with their impact on students.

_____ 19. The faculty seem at times to be unreasonably preoccupied with rigor. This preoccupation may interfere with innovation adoption.

_____ 20. The faculty seem to have a distaste for teaching and to prefer to hide in their offices.

_____ 21. The faculty are tremendously insecure in their positions.

☐ CATEGORY V-C SCALE SCORE

ANSWER SHEET TSC-A

	I. A.	B.	C.	D.	II. A.	B.	C.	III. A.	B.	C.	IV. A.	B.	C.	V. A.	B.	C.
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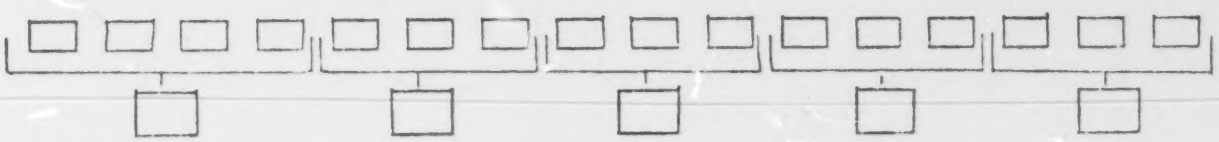

Total Score For All Parts_____

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ANSWER SHEET TSC-A
KEY

	I. A.	B.	C.	D.	II. A.	B.	C.	III. A.	B.	C.	IV. A.	B.	C.	V. A.	B.	C.
1.	0	0	1	1	1	1	0	0	0	1	0	2	0	1	1	1
2.	1	2	0	0	1	2	1	0	1	0	1	1	0	2	0	0
3.	1	1	0	2	0	1	1	1	2	0	0	2	2	0	0	2
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26.					1	2	0									
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Total Score For All Parts_____

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ED103433

TSC-B

(for institutions adopting an assessment battery with a counseling orientation)

SECTION I

The following TSC categories and items focus on the institution's organizational structure and include characteristics of the faculty and administration as they relate to organizational structure.

CHECK ONLY THE 8 ITEMS THAT MOST APPLY.

Category A: Organization Structure

____ 1. Potential adopters are scattered across campus and do not have daily contact with each other.

____ 2. The structure of the organization allows for excellent communication between all levels.

____ 3. There are a number of potential adopters who are not yet fully committed.

____ 4. The source of power lies outside of the institution.

____ 5. There is a small group of adopters appearing to move faster and more effectively than would a large group of adopters.

____ 6. The organization is submerged in committee activity.

____ 7. The group of potential adopters seems to have some communication problems with the larger faculty group.

____ 8. The type of organization structure appears to be less important than the atmosphere within the structure.

____ 9. There is a small group of adopters clearly demonstrating an ability to effectively communicate with a larger faculty group in order to gain their support.

____ 10. There are no identifiable committed adopters or potential adopters.

____ 11. The channels of communication are very rigid or non-existent.

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____ 12. The internal political structure is such that the tenured faculty exert pressure against innovation.

____ 13. The group of adopters have not yet established credibility with a larger faculty group but clearly show potential to do so.

____ 14. There is a small group of adopters which has credibility with a larger faculty group that gives feedback.

____ 15. The structure of the organization includes reasonably well functioning communication channels, which do, however, break down occasionally.

____ 16. The internal change agent working at this institution, although quite capable, is not in a position of authority.

____ 17. The internal change agent working at this institution is in a position of authority and responsibility.

____ 18. There is no effective organizational structure.

____ 19. The organization has a stable structure with fairly well-defined roles and established (functional) channels of communication.

____ 20. The department considering adoption is a distinct, organized unit of the institution, which plays an important role in the institution as a whole.

____ 21. The internal change agent working at this institution appears to be incompetent, and his position lacks authority and responsibility.

____ 22. The institution may be disorganized, but it has a high academic reputation.

____ 23. The department may be small, or may exist as a sub-set of a larger organization.

____ 24. It is not yet clear how large the group of adopters will be.

☐ CATEGORY I-A SCALE SCORE

CHECK ONLY THE 8 ITEMS THAT MOST APPLY

Category B: Social-Professional Climate of the Organization

_____ 1. Members of the organization seek out opportunities for change and take responsibility for their decisions and actions.

_____ 2. There is a group leader in the organization who is cognizant of group dynamic techniques and uses them effectively to work with the group.

_____ 3. The institution definitely rewards innovation.

_____ 4. There is a rigid student selection process. (This insures academic success.)

_____ 5. This institution is interested in maintaining the status quo or regressing.

_____ 6. No one will take responsibility for decisions or actions.

_____ 7. Although the organization has a generally cooperative atmosphere, there appear to be several competitive pockets of disruption, which could lead to problems in the future.

_____ 8. The focus of concerns is now primarily on task-oriented areas, but a few individuals are asking about how the innovation will affect students.

_____ 9. The institution may be committed to another innovation or has no need for the change agent's innovation.

_____ 10. Although the institution is not status quo oriented, there is a conservative atmosphere which may slow the pace of adoption.

_____ 11. Members of the organization generally avoid taking responsibility for decisions or actions, but there are a few outstanding individuals who show promise as leaders.

_____ 12. The excellent communication in this institution is apparently due to its ability to use the advantages of small group dynamics.

_____ 13. The institution is an emerging one and is open to innovation.

_____ 14. Individual members within the organization are able to reinforce one another.

_____ 15. There is an organizational inertia at this institution.

_____ 16. Although individual members in the department are on good terms, they are not in a position to reinforce each other.

_____ 17. The focus of concerns is on the students.

_____ 18. Although the faculty have enough professional security to risk failure, their personalities are such that they would not take great risks.

_____ 19. There are problems in communication up and down the organization structure, but there are individuals now attempting to alter this situation.

_____ 20. There is an absence of competitiveness among individuals and component groups.

_____ 21. Student enrollment is down, and the institution is small.

_____ 22. Although innovation is sometimes encouraged, no clear-cut rewards for innovating are apparent.

_____ 23. The institutional atmosphere is impersonal and factory-like, or ingrown, remote, and isolated.

_____ 24. The institution may be prestige oriented.

☐ CATEGORY I-B SCALE SCORE

CHECK ONLY THE 5 ITEMS THAT MOST APPLY.

Category C: Characteristics of the Counselors

_____ 1. The counselors are grouped with student services organizations and are overly conscious of legal responsibilities associated with confidential files.

_____ 2. The counselors are anti-measurement.

_____ 3. Although the majority of the counselors are supportive of the program adoption, there are a few who still have serious reservations.

_____ 4. Counselors have faculty appointments and are respected as equal members of the department.

_____ 5. The counselors have both a humanistic orientation and a respect for the value of psychological measurement.

_____ 6. The counselors are encouraged by one or two curriculum and instruction faculty members.

_____ 7. Counselors are not on the faculty and have other concerns.

_____ 8. The orientation of the counselors is not clear and is so diffused that any unified effort will be difficult.

_____ 9. Some counselors have faculty appointments, but others do not. As a result, their concerns are not all focused in the same direction.

_____ 10. Counseling psychologists have a behavioral orientation, and their actions reflect this viewpoint.

_____ 11. The counselors are interested in the innovation, but have not yet taken action.

_____ 12. Counseling psychologists are supportive of the program adoption.

_____ 13. Some of the counselors have their doubts about the value of psychological measurement but are willing to go along with the other counselors who are more supportive of the program.

_____ 14. The institution has counseling psychologists who are in philosophical agreement with the counseling orientation of the psychological assessment battery.

_____ 15. There are counselors with strong disagreements about the philosophical assumptions underlying the innovation.

[ ] CATEGORY I-C SCALE SCORE

CHECK ONLY THE 7 ITEMS THAT MOST APPLY

Category D: Characteristics of the Faculty

_____ 1. The questions that the faculty ask indicate that they are preoccupied with technical aspects of the innovation.

_____ 2. The faculty members focus on professional goals rather than on their needs for survival.

_____ 3. The faculty are generally informed about educational innovations, although there are some embarrassing gaps in their knowledge.

_____ 4. There are one or two faculty who have some interest in innovation but who are low level authority persons.

_____ 5. The faculty seem ready to commit themselves to adopting the innovation.

_____ 6. The faculty are older than average and discourage younger faculty from remaining.

_____ 7. The faculty are generally uninformed about educational innovations.

_____ 8. The faculty are more concerned with personal relationships than professional relationships to the point of being indifferent to the interpersonal dynamics within their organization.

_____ 9. The curriculum and instruction faculty are more than supportive, and there is active, positive involvement on their part.

_____ 10. The faculty make much noise about standards, content, and so forth.

_____ 11. Many of the faculty, while not actively opposed, will not commit themselves.

_____ 12. The faculty receives little reward for innovations.

_____ 13. The faculty are completely informed about innovations related to their areas.

_____ 14. The faculty have an overly academic orientation.

_____ 15. There is little focus on interpersonal dynamics among the faculty, either personally or professionally.

_____ 16. The faculty are indifferent and unconcerned.

_____ 17. The faculty are concerned not only with designing and carrying out effective programs, but also with the impact of these programs on students.

_____ 18. There is faculty agreement about adopting the counseling orientation of the psychological assessment battery.

_____ 19. There is a key faculty member who has early contact with students in introductory courses, and who has support from one or two older faculty.

_____ 20. The faculty are very much concerned about their professional relationships and the way in which these relationships effect the functioning of their programs.

_____ 21. The faculty are concerned with "self" and may form protective coalitions.

☐ CATEGORY I-D SCALE SCORE

CHECK ONLY THE 7 ITEMS THAT MOST APPLY

Category E: Characteristics of the Administration

_____ 1. Some willingness on the part of the dean is present, which will keep the program from succumbing to attacks from outside campus groups.

_____ 2. The administration, in general, is committed to the program.

_____ 3. The administration is rigid, with perhaps a few permissive administrators.

_____ 4. The counseling chairman (or equivalent) is interested but has not yet committed himself.

_____ 5. The counseling chairman (or equivalent) is not interested in the innovation and views it as a threat to his own interests.

_____ 6. The administration not only shows indifference to the faculty but at times expresses intense hostility.

_____ 7. The dean has no interest in the faculty and does not support the chairman.

_____ 8. The leadership positions are not elected positions.

_____ 9. The dean and department chairman are quick to point out that innovations are only a fad.

_____ 10. The administration may have accepted the assessment battery innovation only because program changes are not obvious or required.

____ 11. The dean is indifferent to the program but is willing to let the counseling chairman (or equivalent) take steps necessary for adoption.

____ 12. The counseling chairman (or equivalent) is supportive and actively involved in the adoption process.

____ 13. The leadership in key positions has clearly demonstrated an interest in constant constructive change.

____ 14. The administration is isolated, non-supportive, and non-innovative.

____ 15. The dean may have no interest in faculty work, but he supports the chairman.

____ 16. The dean is actively opposed to any program changes or innovations which take time and money.

____ 17. The dean is supportive of the program.

____ 18. The curriculum and instruction department chairman is more than supportive, and there is active, positive involvement on his part.

____ 19. The department chairman has a curriculum and instruction orientation, but is interested, able, and willing to change the institution. Due to his limited knowledge of counseling, he may often appear passive to the efforts of the counselor.

____ 20. The administration clearly demonstrates an interest in the faculty.

____ 21. The leadership in the organization does not reinforce innovation of this nature.

☐ CATEGORY I-E SCALE SCORE

TSC-B

(for institutions adopting an assessment battery with a counseling orientation)

SECTION II

The following TSC categories and items describe personality, leadership styles, and concerns of faculty, counselors, chairman, and dean.

CHECK ONLY THE 9 ITEMS THAT MOST APPLY.

Category A: Personality and Leadership Styles of the Faculty

_____ 1. The faculty are narrow-minded.

_____ 2. Faculty members are either insecure or overly protective of an image. The high risk factor is viewed as a personal risk.

_____ 3. There is one faculty member who is genuinely concerned with people and believes that the program will help people. He has some support from two or three older faculty.

_____ 4. The faculty's concerns center around students.

_____ 5. There appear to be some faculty members who are static and self-involved, but there is also a group which seems dynamic and concerned with program development.

_____ 6. The faculty are concerned with student development, both personally and educationally rather than with disciplining students.

_____ 7. The faculty have concern for one another.

_____ 8. The better staff seem to be leaving.

_____ 9. The faculty are interested in innovation and in undergraduate programs, but are frustrated by a slow rate of change and lack of direction.

_____ 10. Some faculty may already be committed to an existing innovative program.

_____ 11. There is mutual trust among members of the faculty.

_____ 12. Although many of the faculty are only moderate supporters of the program, it appears that extrinsic rewards may keep them involved.

_____ 13. The faculty is interested, but if the department chairman is research oriented, they will be discouraged from the program.

_____ 14. The faculty are open-minded.

_____ 15. The faculty have many outside interests. Teaching may be only a secondary family income.

_____ 16. The faculty are able to communicate across departmental lines. (Close physical proximity with other departments aids this process.)

_____ 17. One young, energetic, tenacious faculty member may carry the program with moderate support from two or three older faculty.

_____ 18. There is one young, energetic faculty member who has moderate support from a few older faculty members and has access to moderate support from the department chairman and dean.

_____ 19. The faculty are concerned with their own personal needs to the exclusion of everything else.

_____ 20. The faculty are loyal to a common purpose and to an organizational structure.

_____ 21. There is one young, energetic faculty member who feels intrinsically rewarded for his efforts, even though he has only moderate support from a few older faculty.

_____ 22. The faculty are more concerned with the academic image of the school than with student growth.

_____ 23. The faculty are not only encouraged in their efforts at innovation adoption but are given financial support for related educational experiences.

_____ 24. An atmosphere of mutual trust among the faculty has not yet been established, but there are subgroups which appear to have established some degree of trust.

_____ 25. The faculty challenges all innovations from a nebulous, constantly shifting, philosophical base, in order to avoid change.

_____ 26. There is a willingness to question the status quo and initiate change if desirable.

_____ 27. The faculty cooperate with each other, but a genuine concern for each other may be lacking.

[ ] CATEGORY II-A SCALE SCORE

CHECK ONLY THE 5 ITEMS THAT MOST APPLY

Category B: Personality and Leadership Styles of the Counselors

_____ 1. The counselors are in open communication with each other and with the faculty.

_____ 2. The counselors are excited about the innovation, but they have not previously been identified with a particular rewarding effort.

_____ 3. The counselors have clearly demonstrated that they lack the needed skills and personality characteristics for successful adoption.

_____ 4. The counselors may be weak or may lack the needed skills and personality characteristics to optimize the situation, but it is difficult to make a judgement on their potential at this point.

_____ 5. The counselors have a professionally undesignated mode of operation and therefore may be open to change.

_____ 6. The counselors appear to be defensive and are not willing to "open up" with any of the staff.

_____ 7. The counselors have better than average communication skills which aid them in their dealings with a less than enthusiastic faculty.

_____ 8. The counselors are in general agreement on their counseling approach.

_____ 9. The counselors are willing to be open and let down defenses even at the cost of some psychological pain.

_____ 10. The counselors are rigid and unable to entertain alternatives.

_____ 11. The counselors have concern for both students and staff. This concern serves as a positive force against an administration which is sometimes indifferent.

_____ 12. The counselors are excited about the innovation and have a previous record of successful adoption of related innovations.

_____ 13. The counselors are philosophically opposed to an assessment battery with a counseling orientation, and may have group work or analytical therapy orientation.

_____ 14. The counselors appear to be primarily interested in developing their own approaches to counseling.

_____ 15. The counselors strive for an honest, friendly interpersonal exchange.

☐ CATEGORY II-B SCALE SCORE

CHECK ONLY THE 9 ITEMS THAT MOST APPLY

Category C: Personality and Leadership Style of the Department Chairman

_____ 1. The department chairman has not been supportive of change during the trial period of the innovation (which is still in progress) but shows signs of giving more support if there is a good chance of success.

_____ 2. The department chairman is especially supportive of change during the trial period of an innovation. (This support must be expressed both in terms of concern and interest as well as in material backing.)

_____ 3. The department chairman actively avoids people whenever possible.

_____ 4. The department chairman is secure in his administrative position.

_____ 5. It appears that the department chairman has a marked negative attitude towards the innovation and views it as a threat.

_____ 6. The department chairman is concerned with the survival and success of programs.

_____ 7. The department chairman does not appear to be especially concerned with people but otherwise meets his responsibilities.

_____ 8. The department chairman is concerned with current developments relevant to this program.

_____ 9. The department chairman does not appear to have a completely secure position.

_____ 10. The department chairman views most change as a personal affront.

_____ 11. The department chairman knows nothing about current developments relevant to this department and appears to be off in another world.

_____ 12. The department chairman does not know much about group dynamics but has asked about topics which are related.

_____ 13. The department chairman seems uninformed about current developments relevant to his program but has expressed a desire to learn more about innovations in the area.

_____ 14. The department chairman is concerned with people.

_____ 15. The department chairman has no special interest in the innovation but is willing to back a group of adopters if they can demonstrate the utility of the innovation.

_____ 16. The department chairman is aware of affective variables but does not always respond when such a response would aid communication.

_____ 17. The department chairman uses many protective cliches (e.g., Why change for the sake of change? Before we buy any program, we must establish a sound philosophical base, etc.).

_____ 18. The department chairman's position is not secure, and there is a small faction trying to replace him.

_____ 19. The department chairman has a clear-cut decision making style and encourages open discussion.

_____ 20. Although the department chairman is open to new ideas, it is not clear if he intends to take any action.

_____ 21. The department chairman, although usually concerned with staying within a rigid budget, is now showing signs of releasing some funds for innovation adoption.

_____ 22. The department has no recognized leadership.

_____ 23. The department chairman is concerned with group dynamics.

_____ 24. The department chairman may not view group dynamics as a subversive plot, but he has stated in so many words that he has never been involved in "pop" culture.

_____ 25. The department chairman has open and cooperative communication with the dean.

_____ 26. The department chairman is concerned with the quality of instruction.

_____ 27. The department chairman is primarily interested in administrative tasks, with which he has much difficulty, and lacks even curiosity about innovation.

[ ] CATEGORY II-C SCALE SCORE

CHECK ONLY THE 9 ITEMS THAT MOST APPLY.

Category D: Personality and Leadership Style of the Dean

_____ 1. The dean feels isolated from the students but is attempting to get some student feedback through the department chairman and faculty.

_____ 2. The dean has some concern about the success of the adoption, but he can hardly be described as enthusiastic.

_____ 3. The dean is inconsistent in decision making and policy.

_____ 4. The dean has an unpleasant personality, and is actively hostile to most forms of change.

_____ 5. The dean's position is not yet completely secure, and he expresses some concern about this state of affairs.

_____ 6. The dean is willing to struggle with the vice-president, president and regents regarding program needs.

_____ 7. The dean is committed to the establishment of new programs.

_____ 8. The dean is able to make decisions and use power to attain goals.

_____ 9. The dean has a secure position but is unconcerned about security in and of itself.

_____ 10. The dean has no interest in program development and is unaware of the minimal changes which have been made.

_____ 11. The dean is more concerned with the academic image of the school than with student growth or faculty innovation.

_____ 12. Although the dean himself is not particularly interested in program development, he may become interested to the point of providing some backing.

_____ 13. The dean is completely unaware of current developments related to his area and actively avoids them.

_____ 14. The dean does not help in any way to adopt and diffuse the innovation, but he does stay out of the way and does not impede progress.

_____ 15. The dean is concerned about each faculty member as an individual human being.

_____ 16. The dean is sensitive to the needs of students and takes action based upon student feedback.

_____ 17. The dean is knowledgeable about current developments.

_____ 18. The dean acts as a hindrance to adoption and diffusion of innovation.

_____ 19. The dean is not willing to struggle with power figures above him over the adoption of the innovation, but he is willing to let those below him work on the adoption.

_____ 20. The dean is concerned with program development.

_____ 21. The dean allows innovation without being personally knowledgeable or involved. (There is also some professional pay-off for allowing innovation.)

_____ 22. The dean is indecisive and has no understanding of how to use power to attain goals.

_____ 23. The dean clearly communicates decisions to all parties.

_____ 24. The dean is completely insensitive to the needs of the students.

_____ 25. The dean has some gaps in his knowledge about current developments, but he may be open to more information.

_____ 26. The dean is passive and unimaginative.

_____ 27. The dean has many creative ideas but does not push them aggressively enough to have action taken on them.

[ ] CATEGORY II-D SCALE SCORE

TSC-

(for institutions adopting an assessment battery with a counseling orientation)

SECTION III

The following TSC categories and items focus on the nature of communications, using phone calls, letters, and personal visits.

CHECK ONLY THE 6 ITEMS THAT MOST APPLY.

Category A: General Nature of all Communications Used

_____ 1. Communications are usually initiated by the institution developing the innovation.

_____ 2. Communications with this institution are largely one-way and unplanned, with no order or sequence.

_____ 3. It is often the case with this institution that communications are not answered.

_____ 4. When potentially serious problems have arisen, communications have been focused on providing resources for the solution of these problems.

_____ 5. The communication which has occurred has centered around faculty members' survival needs.

_____ 6. There has been an extensive interchange of questions, problems, and experiences.

_____ 7. Communications have been concerned with professional issues.

_____ 8. Communication is usually superficial, but this level of communication may be only temporary.

_____ 9. This institution not only refuses to initiate communication, but often appears to be avoiding any contact.

_____ 10. It appears that if the program fails, the blame will probably be placed on communication failures, but the institution is now attempting to interact.

_____ 11. Communications are initiated by both the institution which has developed the innovation and the adopting institution.

_____ 12. Much progress has been made by working with individual faculty members.

_____ 13. This institution feels comfortable with regular communication from the beginning of the adoption process.

_____ 14. There are only weak endorsements instead of real commitments.

_____ 15. This institution refuses to spend any money on travel, phone calls, and so forth, which would aid the communication process.

_____ 16. If this institution actually adopts the innovation, there should be continued interaction, but interaction is slow at the moment.

_____ 17. Looking into the future, you would predict that frequent communications will be exchanged over a period of eighteen months to three years.

_____ 18. There is little real, substantive communication. Evasive communications include remarks about the financial situation, philosophical bases, and what is going to be done.

_____

_____ CATEGORY III-A SCALE SCORE

CHECK ONLY THE 4 ITEMS THAT MOST APPLY.

Category B: Frequency and Nature of Letters and Phone Calls

_____ 1. Only one or two phone calls have been made, and this silence corresponds to a general disinterest in the innovation.

_____ 2. In the first two months of the adoption process there have been six to nine phone calls, which have been the major form of communication.

_____ 3. The phone communications attempted by this institution should have been taken care of during personal visits.

_____ 4. Letters have been used to keep record of particular commitments and questions.

_____ 5. There has been an extensive interchange of printed materials.

_____ 6. The messages sent in written form definitely should have been communicated by phone.

_____ 7. There have been continuous day-to-day phone calls going both ways during field testing, many of which might not have been necessary if the institution had been better prepared.

_____ 8. Although both institutions stay in continuous contact during such events as field testing, all of the contacts result in constructive action. There are no wasted phone calls, letters, or visits.

_____ 9. There will probably be six to nine letters during the early stages of adoption and signs of a gradual increase in correspondence if progress is made.

_____ 10. Letters are concerned with fiscal aspects of maintaining the system, rather than with professional aspects of the program.

_____ 11. Little written contact has been made by this institution (at the most, one or two letters), and this lack of contact appears to be indicative of their lack of sincere interest in the innovation.

_____ 12. Both institutions have initiated phone calls on a regular basis, perhaps weekly. Letters are not sufficient to resolve the kinds of problems that arise suddenly in an institution sincerely interested in adoption and which need immediate solution.

☐ CATEGORY III-B SCALE SCORE

CHECK ONLY THE 6 ITEMS THAT MOST APPLY.

Category C: Frequency and Nature of Personal Visits

_____ 1. Visits are primarily social and give only the impression of concern, where no real concern exists. Interaction remains superficial, but may improve later on in the adoption process.

_____ 2. In your opinion the frequent personal contacts that the institution has requested have been beneficial. The adopting institution has viewed the contacts as excellent external consultative services and definitely not harassment.

_____ 3. Personal visits are avoided at all costs by this institution.

_____ 4. Communication will usually involve consultation or direct conference to attempt to interest or involve administrators.

_____ 5. You have discovered during a personal visit that not only is there a superior counseling staff at this institution, but there is also a supportive curriculum and instruction faculty which communicates excellently with the counselors.

_____ 6. If you visited this institution now, it would be called harassment by some of the faculty, even though you have been there only once before.

_____ 7. There has been limited correspondence. Instead, most communication has been in the form of personal visits and phone calls, which have been quite productive.

_____ 8. No feedback has been given after the one or two visits that have been made.

_____ 9. This institution uses phone calls when personal visits would be more beneficial in straightening out problems which are slowing the adoption process. It appears that only two or three visits may occur.

_____ 10. When information about this institution comes to you (from other sources), indicating that the adoption process is not going well, you hear only silence from the institution itself.

_____ 11. Any contact that this institution requests will be at the wrong time and for the wrong reasons.

_____ 12. The faculty has frequently requested visits so close together that there has not been enough time for appropriate feedback.

_____ 13. Personal visits have not been common, but your institution has decided to focus on such contacts to encourage possible adoption.

_____ 14. Personal visits should be paid to this institution, especially during stress times.

_____ 15. A personal visit reveals to you that there is not a qualified counseling staff, but that there is a curriculum and instruction faculty with high interest. However, the adoption process clearly cannot take place without a personnel change and the commitment of the administration.

_____ 16. Personal visits supplemented by phone calls have proven to be effective. Your institution has been on call to the adopting faculty members.

_____ 17. Visits have been far enough apart that the faculty can give feedback on the developments since the last visit.

_____ 18. Frequent contacts with the institution have helped promote a feeling of "we-ness" in the project development.

[ ] CATEGORY III-C SCALE SCORE

TSC-B

(for institutions adopting an assessment battery with a counseling orientation)

SECTION IV

The following TSC categories and items describe the level of usage of a psychological assessment battery with a counseling orientation.

CHECK ONLY THE 4 ITEMS THAT MOST APPLY.

Category A: First Stages of Adoption

_____ 1. This institution has some basic knowledge related to the innovation but further study will be necessary if successful adoption is to occur.

_____ 2. This institution has already talked about pilot testing and modifying materials to fit their needs. As a result, the institution should develop a high degree of sophistication sooner than institutions with less ideal circumstances.

_____ 3. This institution is unaware of basic knowledge related to the innovation.

_____ 4. This institution has minimal awareness about innovation.

_____ 5. This institution has started at a low level of usage, but it has superior resources which will carry it swiftly through the adoption process.

_____ 6. Although the people at this institution have had sufficient time to familiarize themselves with the innovation, it appears that the materials have not been examined.

_____ 7. The faculty's idea of using the innovation consists of talking about the philosophical base of one part of it (the most irrelevant part).

_____ 8. This institution has more than minimal awareness about the innovation process but needs to be more actively involved in taking the initial steps for field testing.

____ 9. The faculty have expressed a desire to use only parts of the program for field testing. There is a chance that if they are allowed to do so, enough interest will be generated for field testing of an entire program.

____ 10. The product appeal must be significant to create interest at this institution due to the institution's many resources and involvement with the successful adoption of other innovations.

____ 11. This institution is experienced and has a similar program already in existence. However, in order for a successful adoption to occur, a commitment should be obtained to insure that this institution will use the entire program, rather than only portions of it.

____ 12. This institution has used previously designed material, has examined a program already implemented at another institution, and is now asking questions about establishing a program at their own institution.

☐ CATEGORY IV-A SCALE SCORE

CHECK ONLY THE 4 ITEMS THAT MOST APPLY.

Category B: Predictions of Later Stages of Adoption

____ 1. A few faculty members may achieve a level of usage which enables them to effectively use the innovation in their teaching, but it is not yet clear if the innovation will be used as part of a programmatic effort.

____ 2. You would predict that this adopting institution will begin its own research and refinement of innovations as soon as they have developed a technical competency with the innovation.

____ 3. The faculty have asked many questions which clearly indicate that they are interested in innovation at the program level.

____ 4. Although this institution does show signs of ability to eventually develop its own innovations, it is not clear how they plan to use the adopted innovation as a resource.

____ 5. For some unknown reason, the faculty act as if they cannot comprehend the innovation and it appears that they will continue to remain silent rather than attempt to clarify their confusion.

_____ 6. The adoption process will not progress beyond the stage in which information about the innovation is requested - information about value orientation, demands upon department faculty, administrators, and the institution as a whole.

_____ 7. There are a few faculty who will achieve a high level of usage. They are now in the process of convincing the less than enthused majority of their department to adopt the innovation. These few faculty may be capable of exerting considerable pressure for change.

_____ 8. There appears to be little chance that this institution will ever be able to develop its own innovations.

_____ 9. The members of this adopting institution are already talking about future plans to serve as a source for further dissemination of the innovation - as an information source, demonstration site, etc. - for other institutions.

_____ 10. The innovation material has been read by all faculty members, and the initial stages of planning have been commenced.

_____ 11. The innovation material will probably never be read by anyone, though it may be mentioned from time to time to outsiders.

_____ 12. Although much time is spent discussing demands on faculty and administrators, apparently in the near future there will be a switch from the self-concerns to more active involvement in the process of innovation adoption.

☐ CATEGORY IV-B SCALE SCORE

CHECK ONLY THE 4 ITEMS THAT MOST APPLY.

Category C: Organization Members' Attitudes Toward the Innovation

_____ 1. In general, the institution's concerns are not related to innovation.

_____ 2. The flexible organization structure and administrative policies encourage the faculty to constantly explore new innovations.

_____ 3. The high interest of the faculty has resulted in early plans toward pilot testing of the innovation.

_____ 4. The faculty members are actively interested in change and are particularly interested in how the innovation can bring about specific changes in their institution.

_____ 5. The few faculty who have taken over the program are qualified only to be aggressive. The rest of the faculty have left them to claw at each other.

_____ 6. The faculty's attempts to raise the level of usage are stifled by restrictive administrative and organizational structures.

_____ 7. A few faculty members have become self-proclaimed experts and have taken over the program. It appears that the adoption process will not be successful unless they share some of "their" program.

_____ 8. The faculty rationalizes that they are innovative because they can mention some program names.

_____ 9. Unless there is a focus on certain interpersonal problems among the faculty members, it will be difficult to establish any widespread use of the program.

_____ 10. Unless there is increased interest on the part of the faculty, there will be little actual trial testing of the innovation. There are a few faculty who are attempting to arouse this interest.

_____ 11. It will be somewhat difficult for the few active faculty members to get the others involved in field testing.

_____ 12. All of the faculty seem equally involved in increasing the level of usage of the innovation. They do not need to be pushed.

[ ] CATEGORY IV-C SCALE SCORE

TSC-B

(for institutions adopting an assessment battery with a counseling orientation)

SECTION V

The following TSC categories and items describe the personalities, social characteristics, and academic styles of the prospective teachers.

CHECK ONLY THE 7 ITEMS THAT MOST APPLY.

Category A: Personality and Social Characteristics of Prospective Teachers

_____ 1. The prospective teachers have limited personal awareness, but some of them appear to be seeking experience to increase such awareness.

_____ 2. The prospective teachers are completely preoccupied with self, and their behavior does not change with field experience.

_____ 3. The prospective teachers treat each other as equals.

_____ 4. While the institution does not reward high involvement among prospective teachers, several of the faculty do seek out apathetic students and encourage them to become more involved.

_____ 5. The prospective teachers have unreasonable outside commitments and are completely preoccupied with these commitments.

_____ 6. The prospective teachers are self-centered and self-satisfied.

_____ 7. The prospective teachers are already highly concerned about the impact of their practice teaching on their students.

_____ 8. The prospective teachers do not make outside commitments which conflict with their studies and student teaching.

_____ 9. The conversations between many of the prospective teachers are primarily about undesirable faculty, but there is a small group of students who are discussing what they are learning.

____ 10. The prospective teachers are apathetic and uninvolved. (This apathy is reinforced by the institution.)

____ 11. The prospective teachers are self-concerned during the entire tenure of training. While they have greater task concerns than the faculty members, they generally delay task concerns until field experience.

____ 12. The prospective teachers seek out all possible opportunities to make contact with one another.

____ 13. The prospective teachers are eager to share ideas and experiences with one another.

____ 14. The prospective teachers are very much concerned about each other's welfare.

____ 15. It is difficult to judge how much the prospective teachers share with one another. There is a certain amount of guardedness in their interaction.

____ 16. The prospective teachers have no personal awareness.

____ 17. The prospective teachers have reasonable outside commitments, but at times they spread themselves too thinly.

____ 18. There are probably too many self-centered and self-satisfied prospective teachers at this institution, but there are some who do question themselves and appear to be involved in the program.

____ 19. The prospective teachers are personally aware.

____ 20. The prospective teachers will not even share class notes.

____ 21. The prospective teachers avoid each other and have as little contact as possible.

[ ] CATEGORY V-A SCALE SCORE

CHECK ONLY THE 7 ITEMS THAT MOST APPLY.

Category B: Academic Style of Prospective Teachers

____ 1. Although the graduates of this program have been somewhat frustrated with the lack of "academic" excellence in the public schools, they are beginning to focus less on "standards" and more on helping students from the point at which they are.

_____ 2. The prospective teachers do not hold their students to artificial standards which they are not ready to meet. Instead they strive to determine where each individual child is and help him learn at his own pace.

_____ 3. The graduates of this program are often frustrated in teaching and are surprised at the lack of "academic" excellence in the public schools.

_____ 4. There are frequent student-faculty conferences from which both faculty members and prospective teachers benefit.

_____ 5. The prospective teachers at this institution go far beyond the satisfaction of course requirements and seek out new information and experiences on their own.

_____ 6. The prospective teachers spend a great deal of time and energy disliking teacher education, and they consider holding certification a social stigma.

_____ 7. Although there are some student-faculty conferences, prospective teachers learn more from each other than from the faculty.

_____ 8. The attrition rate for prospective teachers is higher than it should be for an institution of this type, but the faculty are working on program reforms which may reduce this rate.

_____ 9. The attrition rate is usually very high during the first two years at this institution.

_____ 10. The prospective teachers do not feel a need to model themselves after particular instructors since they find themselves in an atmosphere which encourages them to develop their own style.

_____ 11. The prospective teachers have a "course by course" attitude toward their studies and prefer this situation.

_____ 12. The prospective teachers are highly involved in the program and express much enthusiasm.

_____ 13. The prospective teachers are modeling themselves after one or two instructors.

_____ 14. The prospective teachers are preoccupied with prerequisites, course numbers, and sequences.

____ 15. The prospective teachers at this institution do not dislike teaching, but they are not an enthusiastic group. There is a problem here that cannot presently be identified.

____ 16. The prospective teachers are able to interact with a faculty who are conscious of students' personal problems and interpersonal dynamics.

____ 17. Many of the graduates will return to college after teaching for a few years, to complete a doctorate, join a college faculty, and perpetuate the entire sequence of events.

____ 18. This institution is using encounter groups poorly, and the interpersonal relationships between the prospective teachers and faculty alike are suffering so much that there is a marked discrepancy between affective and behavioral levels. There may also be an absence of structure and clearly defined goals.

____ 19. While prospective teachers may vary from enthusiastic to completely disinterested, depending on the instructors they have, on the whole they do not feel challenged or excited.

____ 20. The attrition rate at this institution is quite low. The students are selected on the basis of a variety of new criteria as well as SAT scores and GPA, and they are individually guided through the program.

____ 21. The prospective teachers do not talk to their instructors or to each other.

[ ] CATEGORY V-B SCALE SCORE

CHECK ONLY THE 7 ITEMS THAT MOST APPLY.

Category C: Characteristics of Faculty which Affect Prospective Teachers

____ 1. The faculty are rigid in their dealings with the prospective teachers and respond in a stylized, authoritarian manner.

____ 2. Although the faculty tend to be rigid in certain areas, they do occasionally deal with many prospective teachers in a flexible manner.

_____ 3. The faculty need to become more professionally aware. There are a few knowledgeable faculty with a high energy level who may be able to challenge the rest of the faculty to help them give the prospective teachers the best possible program.

_____ 4. The faculty say they are involved with the change process but do not yet have the knowledge to systematically adopt an innovation.

_____ 5. The faculty are involved with and contribute to the change process.

_____ 6. The faculty cannot conceive of themselves or others in new roles.

_____ 7. The faculty are action-research and process oriented.

_____ 8. The faculty lack energy and are not professionally aware.

_____ 9. The faculty are concerned with expanding the perception of both self and others.

_____ 10. The faculty are not involved with the change process and show no signs of becoming involved.

_____ 11. Some of the faculty are quite reflective, but when they are faced with a new situation, their analytical abilities are limited. This limitation may decrease after they actually have the experience of adopting an innovation.

_____ 12. The faculty are reflective and analytical about the situation as it develops.

_____ 13. The faculty appear to like their students, but their interpersonal skills lack the sensitivity required for productive interaction with them.

_____ 14. The curriculum and instruction faculty interact freely with the counselors.

_____ 15. The faculty do not appear to be interested in people. The prospective teachers find them either remote or actively hostile.

_____ 16. The faculty are unreflective, and they lack the ability to approach a new situation analytically.

_____ 17. The faculty try to minimize self-concerns, but they are often preoccupied with the technicalities of their jobs and are not very concerned with the impact of their teaching.

_____ 18. The faculty are interested in people.

_____ 19. The faculty have reasonable outside commitments.

_____ 20. The faculty have much contact with students - by the students choice.

_____ 21. The curriculum and instruction faculty avoid the counselors.

[ ] CATEGORY V-C SCALE SCORE

ANSWER SHEET TSC-B

	I. A.	B.	C.	D.	E.	II. A.	B.	C.	D.	III. A.	B.	C.	IV. A.	B.	C.	V. A.	B.	C.
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4.	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□
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28.	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□
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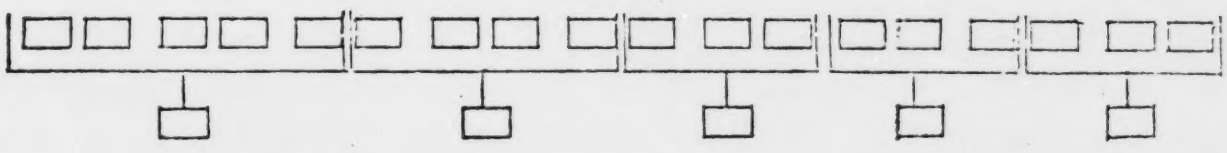
30.	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□	□



Total Score For All Parts _____

ANSWER SHEET TSC-B

KEY

	I. A.	B.	C.	D.	E.	II. A.	B.	C.	D.	III. A.	B.	C.	IV. A.	B.	C.	V. A.	B.	C.
1.	1	2	0	1	1	0	2	1	1	1	0	1	1	1	0	1	1	1
2.	2	2	0	2	2	0	1	2	1	0	1	2	2	2	2	0	2	1
3.	1	2	1	1	1	1	0	0	0	1	0	0	0	2	2	2	0	1
4.	0	0	2	1	1	2	1	2	0	1	2	1	0	1	2	1	2	1
5.	2	0	2	2	0	1	1	0	1	0	2	2	2	0	0	0	2	2
6.	0	0	1	0	0	2	0	2	2	2	0	0	0	0	0	0	0	1
7.	1	1	0	0	0	2	1	1	2	2	1	2	0	1	1	2	1	2
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11.	0	1	1	1	1	2	1	0	0	2	0	0	1	0	1	1	0	1
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15.	1	0	0	1	1	0	2	1	2	0		0				1	1	0
16.	1	1		0	0	2		1	2	1		2				0	2	0
17.	2	2		2	2	1		0	2	2		2				1	0	1
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21.	0	0		0	0	1		1	1							0	0	0
22.	1	1				0		0	0									
23.	1	0				2		2	2									
24.	1	0				1		0	0									
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26.						2		2	0									
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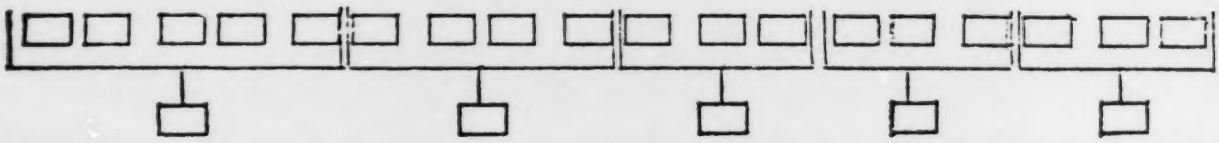
30.																		



Total Score For All Parts _____

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SECTION IV

Instructions for Scoring

TSC-A and TSC-B

Development of the Scoring System and Summary of the Score Ranges

The TSC-A and TSC-B are new instruments and norms for their application have not yet been generated. The author invites any institution using these instruments to share their data, so that norms for future use can be published. It is also hoped that groups of institutions will generate their own norms.

Although these instruments cannot be adequately used until norms are developed, a logically based scoring system is offered for use until norms can be published. The individual items which were developed empirically from educational change agents' descriptions of ideal, marginal, and unacceptable institutions, were assigned point values of 2, 1, and 0, respectively.

The check lists are organized on the basis of five major scales and sixteen subscales. The range of scores for the ideal, marginal, and unacceptable cases for the sixteen subscales were based on the following arbitrary assumptions: 1) the ideal range of scores should be such that no more than one item may be classified as unacceptable and at least half of the items must be classified as ideal; 2) the marginal range of scores should be such that more than half of the items must be classified as marginal, while the rest can be either ideal or unacceptable, and 3) the unacceptable range of scores should be such that more than half of the items must be unacceptable and not more than one item should be ideal. After the score ranges for

the sixteen subscales were established on this basis, then the score ranges for the five major scales were established. They were determined by summing the lower and upper limits of the ideal, marginal, and unacceptable ranges within the five major categories. These sums were then rounded so that the ranges would follow consecutively. The three score ranges for the entire test were determined likewise by combining and rounding the score ranges of the five major scales.

Seperate scoring ranges for the TSC-A and the TSC-B are listed below. The score ranges are divided into five major scales, subscales, and total test ranges.

Score Range Summary for TSC-A

Major Scale I. Organization structure and related characteristics of the faculty and administration.

Score Ranges: 0-15 = unacceptable
16-39 = marginally acceptable
40-60 = ideal

Subscale I-A. Organization structure.

Score Ranges: 0-4 = unacceptable
5-10 = marginally acceptable
11-16 = ideal

Subscale I-B. Organization structure - social professional climate.

Score Ranges: 0-4 = unacceptable
5-10 = marginally acceptable
11-16 = ideal

Subscale I-C. Organization structure--faculty.

Score Ranges: 0-3 = unacceptable
4-9 = marginally acceptable
10-14 = ideal

Subscale I-D. Organization structure--administration.

Score Ranges: 0-3 = unacceptable
4-9 = marginally acceptable
10-14 = ideal

Major Scale II. Personality, leadership styles and concerns of faculty, department chairman and dean.

Score Ranges: 0-13 = unacceptable
14-37 = marginally acceptable
38-54 = ideal

Subscale II-A. Personality and leadership style--faculty.

Score Ranges: 0-4 = unacceptable
5-12 = marginally acceptable
13-18 = ideal

Subscale II-B. Personality and leadership style--department chairman.

Score Ranges: 0-4 = unacceptable
5-12 = marginally acceptable
13-18 = ideal

Subscale II-C. Personality and leadership style--dean.

Score Ranges: 0-4 = unacceptable
5-12 = marginally acceptable
13-18 = ideal

Major Scale III. Nature of communications using phone calls, letters, and personal visits.

Score Ranges: 0-8 = unacceptable
9-18 = marginally acceptable
19-30 = ideal

Subscale III-A. Communications--general nature.

Score Ranges: 0-2 = unacceptable
3-6 = marginally acceptable
7-10 = ideal

Subscale III-B. Communications--letters and phone calls.

Score Ranges: 0-2 = unacceptable
3-4 = marginally acceptable
5-8 = ideal

Subscale III-C. Communications--personal visits.

Score Ranges: 0-3 = unacceptable
4-7 = marginally acceptable
8-12 = ideal

Major Scale IV. Level of usage of innovations.

Score Ranges: 0-7 = unacceptable
8-13 = marginally acceptable
14-24 = ideal

Subscale IV-A. Level of usage of innovations--first stages of adoption.

Score Ranges: 0-2 = unacceptable
3-4 = marginally acceptable
5-8 = ideal

Subscale IV-B. Level of usage of innovations--later stages of adoption.

Score Ranges: 0-2 = unacceptable
3-4 = marginally acceptable
5-8 = ideal

Subscale IV-C. Level of usage of innovation--organization members

Score Ranges: 0-2 = unacceptable
3-4 = marginally acceptable
5-8 = ideal

Major Scale V. Personalities, social characteristics, and academic styles of prospective teachers.

Score Ranges: 0-10 = unacceptable
11-28 = marginally acceptable
29-42 = ideal

Subscale V-A. Prospective teachers--personality and social characteristics.

Score Ranges: 0-3 = unacceptable
4-9 = marginally acceptable
10-14 = ideal

Subscale V-B. Prospective teachers--academic style.

Score Ranges: 0-3 = unacceptable
4-9 = marginally acceptable
10-14 = ideal

Subscale V-C. Prospective teachers--characteristics of faculty which affect prospective teachers.

Score Ranges: 0-3 = unacceptable
4-9 = marginally acceptable
10-14 = ideal

Score Range for Total Score on the TSC-A

0-55 = unacceptable
56-137 = marginally acceptable
138-210 = ideal

Score Range Summary for TSC-B

Major Scale I. Organization structure and related characteristics of the faculty and administration.

Score Ranges: 0-18 = unacceptable
19-46 = marginally acceptable
47-70 = ideal

Subscale I-A. Organization Structure

Score Ranges: 0-4 = unacceptable
5-10 = marginally acceptable
11-16 = ideal

Subscale I-B. Organizational structure--social professional climate.

Score Ranges: 0-4 = unacceptable
5-10 = marginally acceptable
11-16 = ideal

Subscale I-C. Organization structure--counselors.

Score Ranges: 0-2 = unacceptable
3-6 = marginally acceptable
7-10 = ideal

Subscale I-D. Organization structure--faculty.

Score Ranges: 0-3 = unacceptable
4-9 = marginally acceptable
10-14 = ideal

Subscale I-E. Organization structure--administration.

Score Ranges: 0-3 = unacceptable
4-9 = marginally acceptable
10-14 = ideal

Major Scale II. Personalities, leadership styles, and concerns of faculty, department chairman and dean.

Score Ranges: 0-16 = unacceptable
17-43 = marginally acceptable
44-64 = ideal

Subscale II-A. Personality and leadership style--faculty.

Score Ranges: 0-4 = unacceptable
5-12 = marginally acceptable
13-18 = ideal

Subscale II-B. Personality and leadership style--counselors.

Score Ranges: 0-2 = unacceptable
3-6 = marginally acceptable
7-10 = ideal

Subscale II-C. Personality and leadership style--department chairman.

Score Ranges: 0-4 = unacceptable
5-12 = marginally acceptable
13-18 = ideal

Subscale II-D. Personality and leadership style--dean.

Score Ranges: 0-4 = unacceptable
5-12 = marginally acceptable
13-18 = ideal

Major Scale III. Nature of communications--phone calls, letters, and personal visits.

Score Ranges: 0-9 = unacceptable
10-19 = marginally acceptable
20-32 = ideal

Subscale III-A. Communications--general nature.

Score Ranges: 0-3 = unacceptable
4-7 = marginally acceptable
8-12 = ideal

Subscale III-B. Communications--letters and phone calls.

Score Ranges: 0-2 = unacceptable
3-4 = marginally acceptable
5-8 = ideal

Subscale III-C. Communications--personal visits.

Score Ranges: 0-3 = unacceptable
4-7 = marginally acceptable
8-12 = ideal

Major Scale IV. Level of usage of innovations.

Score Ranges: 0-7 = unacceptable
8-13 = marginally acceptable
14-24 = ideal

Subscale IV-A. Level of usage of innovations--first stages of adoption.

Score Ranges: 0-2 = unaccepatable
3-4 = marginally acceptable
5-8 = ideal

Subscale IV-B. Level of usage of innovations--later stages of adoption.

Score Ranges: 0-2 = unacceptable
3-4 = marginally acceptable
5-8 = ideal

Subscale IV-C. Level of usage of innovations--organization members' attitudes toward the innovation.

Score Ranges: 0-2 = unacceptable
3-4 = marginally acceptable
5-8 = ideal

Major Scale V. Personalities, social characteristics, and academic styles of prospective teachers.

Score Ranges: 0-10 = unacceptable
11-28 = marginally acceptable
29-42 = ideal

Subscale V-A. Prospective teachers--personalities and social characteristics.

Score Ranges: 0-3 = unacceptable
4-9 = marginally acceptable
10-14 = ideal

Subscale V-B. Prospective teachers--academic style.

Score Ranges: 0-3 = unacceptable
4-9 = marginally acceptable
10-14 = ideal

Subscale V-C. Prospective teachers--characteristics of faculty which affect prospective teachers.

Score Ranges: 0-3 = unacceptable
4-9 = marginally acceptable
10-14 = ideal

Score Range for Total Score on the TSC-B

0-62 = unacceptable
63-151 = marginally acceptable
152-232 = ideal

SECTION V

Suggested Sequencing of Events

and

Guidelines for the Change Agent

Suggested Sequencing of Events

If the ratings that you have made fall into the ideal range of scores (138-210) for a module adopting institution, you can expect the following course of events to occur. These event sequences and action interventions have been described by practicing change agents and investigators of the adoption-diffusion process.

Awareness

1. The institution recognizes a need for change, or demonstrates an interest in change.

2. Ideas and problems are exchanged prior to the exchange of materials.

Interest

3. The institution becomes aware of new developments that could meet certain needs or, the institution seeks contract to develop product.

4. Institution makes request of R&D.

5. R&D answers information requests (may include a visitation).

6. Materials exchanged:

   a) information on availability;
   b) information on objectives and evaluation; and
   c) information on needed outlay of resources, finances, time, etc.

Evaluation

7. Direct consultation (evaluation of project goals).

8. R&D identifies and compares alternatives.

9. Institution looks over information.

10. R&D waits.

11. Consultation by invitation.

12. R&D develops role as external change agent:

    a) extended intervisitation. Each institution looks at its own program;
    b) R&D furnishes resources to assist the institution in planning.

13. R&D identifies and works with potential internal change agents. (At this point, the faculty should begin to take on more responsibility.)

14. Both R&D and the institution conduct planning sessions.

15. Evaluation of plan in terms of particular needs of the particular institution.

Trial

16. Demonstration of workability of evaluated plans.

17. Direct consultation.

18. Preparation for pilot testing which should include training, support, evaluation.

Steps 19-22 recycling as necessary

19. Evaluation.

20. Additional training, workshops.

21. Demonstration.

22. Direct consultation.

23. Commencement of pilot testing.

24. Evaluation.

25. Modification of procedures used in pilot testing.

Adoption

26. Product acceptance.

27. Institution begins adoption with aid from R&D.

28. Application of innovation by user.

29. Continued workshops, further training sessions in evaluation, dissemination and interpersonal skills.

30. Institutionalization and maintenance.

31. Further consultation.

32. Continued researching by institution.

33. R&D exits.

If the ratings that you have made fall into the marginally acceptable range of scores (56-137) for a module adopting institution, you can expect the following course of events to occur. These event sequences and action interventions have been described by practicing change agents and investigators of the adoption-diffusion process.

Awareness

1. Awareness of problem (perhaps by an individual).

2. Contact or inquiry (perhaps by an individual).

3. Information dissemination.

4. Introductory overview.

Evaluation

5. Direct consultation.

6. Agreement (perhaps only by a single teacher).

Trial

7. Demonstration (if requested).

8. Training (demonstration may be included here).

9. Little recycling of consultation, evaluation, training and demonstration will be possible.

10. Change agent's efforts are limited by the institution.

11. Further demonstration (if requested).

12. Consultation.

13. Completion of field testing and possibly positive feedback.

Adoption

14. One of the following may occur:

    a) adoption of program (often in a single class);
    b) adoption of the program after other institutions have adopted;
    c) gradual withdrawal of agent and fading of program since there is probably no mechanism of maintenance for institutionalization of the program.

d) program is used by individual teachers until a new text is published.
e) teachers may relocate and use the innovation in an institution which is better prepared for adoption.
f) There may be violation of copyright laws with respect to innovation.

If the ratings that you have made fall into the unacceptable range of scores (0-55) for a module adopting institution, you can expect the following course of events to occur. These event sequences and action interventions have been described by practicing change agents and investigators of the adoption-diffusion process.

Awareness

1. An individual in the institution hears about an innovation.

Interest

2. Exploratory contacts are made between R&D and institution.

3. Long deliberation period before first exploratory meeting.

Evaluation

4. After initial contact:

   a) the level of interest and/or involvement becomes suspect; or,
   b) polite responses with no commitment. Often long, drawn-out academic, "philosophic" discussions.

5. On site visits discouraged.

6. Collaboration attempts turned down.

Trial

7. There might be some half-hearted direct consultation, some training, some demonstration, all of which are ineffectual.

8. Requests for distribution of information neglected by institution.

9. Administration may miscommunicate information between change agent and staff.

10. The institution replies seldom or not at all.

Adoption

11. Possibly piecemeal usage under peer pressure.

If the ratings that you have made fall into the ideal range of scores (152-232) for an institution adopting a psychological assessment battery with a counseling orientation, you can expect the following course of events to occur. These event sequences and action interventions have been described by practicing change agents and investigators of the adoption-diffusion process.

Awareness

1. Faculty recognizes and describes needs.

Interest

2. Exploratory contact is made by counselor, faculty and/or administration.

3. R&D follows up contact. Direct consultation.

4. The institution makes a request to R&D.

5. R&D sends information.

6. The institution looks over information.

7. R&D waits.

8. R&D and institution visit one another.

9. The new institution visits other institutions already successfully using the innovation.

Evaluation

10. The institution looks at its own program.

11. R&D looks at its own programs.

12. The institution and R&D examine the alternatives which could meet the institutional needs.

13. Both the institution and R&D plan.

Trial

14. Field test design of one or two alternatives is prepared.

15. Demonstration and exploratory usage by the user (this helps to develop a commitment to the product and its use).

16. Direct consultation.

17. A mutual decision is made for pilot testing.

18. Both R&D and the institution prepare for the pilot testing.

19. Training.

20. Pilot testing begins.

21. Additional input sought during the pilot testing.

22. The institution with the assistance of R&D modifies the procedures used in the pilot testing.

23. Direct consultation.

Adoption

24. The institution adopts the program.

25. Continued workshops, further training in dissemination and interpersonal skills.

26. Further consultation and research.

27. Continued R&D.

If the ratings that you have made fall into the marginally acceptable range of scores (63-151) for an institution adopting a psychological assessment battery with a counseling orientation, you can expect the following course of events to occur. These event sequences and action interventions have been described by practicing change agents and investigators of the adoption-diffusion process.

Awareness

1. Awareness of a need for change.

Interest

2. Exploratory contact is made between R&D and the institution.

3. Material is exchanged.

Evaluation

4. Institution and R&D visit each other.

5. Direct consultation.

Trial

6. Demonstration.

7. One or two individuals commit themselves to pilot testing.

8. R&D trains, residents are trained in "hands-on" situation.

9. Pilot testing by one or two faculty. If it is successful, it is often due to student reaction.

10. Direct consultation.

11. R&D and institution evaluate program.

12. Recycling of the following: evaluation, demonstration, consultation.

Adoption

13. Staff commitment to adoption of innovation. Student opinion may encourage adoption, but adoption may be turned down if student support is too strong, due to professional jealousies.

14. Direct consultation.

15. Modifications are made.

16. There may be limited scattered use by faculty, but little exchange of information.

17. Special attention by R&D.

If the ratings that you have made fall into the unacceptable range of scores (0-62) for an institution adopting a psychological assessment battery with a counseling orientation, you can expect the following course of events to occur. These event sequences and action interventions have been described by practicing change agents and investigators of the adoption-diffusion process.

Awareness-Interest

1. There is a short exploratory attempt.

2. Direct consultation, institution replies to R&D.

   a) there may be direct confrontation in which both institutions clearly demonstrate to themselves that their respective needs and interests are in conflict. This confrontation may be insulting.
   b) The institution replies that the program has merit, but that adoption would be impractical because the faculty is developing their own program specifically suited to their particular need, or that the faculty would like to develop a philosophical base from which to work before considering adoption of the program.

Evaluation

3. Restrictive time restraints are placed on R&D.

4. The change agent should be assessing the possibilities of success and deciding if the effort is worthwhile considering commitment of personnel, available funding, time, etc. The change agent may decide it is not worthwhile.

Trial

5. Demonstration.

Adoption

6. The program is abortive from the start.

Guidelines for the Change Agent

If the ratings that you have made fall into the ideal range of scores (138-210) for a module adopting institution, the following statements, based on responses of change agents and a review of the literature, are designed to serve as guidelines for the change agent.

Leadership Style of the Change Agent

1. The change agent should feel rewarded for his efforts and respond to a wide range of intrinsic and extrinsic reinforcers.
2. The change agent must be energetic in seeking adoption.
3. The change agent must be able to develop effective human relations through effective reinforcement and group techniques.
4. The change agent should act as a consultant to the institution.
5. The change agent must be ready to acquiesce leadership to an internal agent at the earliest possible moment. Real leadership must come from within at the operational stage.

General Cognitive Skills of the Change Agent

1. The change agent must be able to use analysis and synthesizing processes for decisive action.
2. The change agent must possess a wealth of strategies that can be tried.
3. The change agent must be able to change the "game" plan in terms of how the faculty wishes to operate.
4. The change agent must be able to sense the appropriate level of intervention and must be able to change levels when necessary. Intervention should take place at a level no deeper than the energy and resources of the institution dictate.
5. The change agent must be very familiar with his product and its attributes.
6. The change agent must be very familiar with institutional variables.
7. The change agent must be able to use knowledge of institutional variables in order to develop the program and a change strategy.

General Communication and Interpersonal Skills of the Change Agent

1. The change agent must be able to communicate effectively.

2. The change agent must be in contact with leaders in his profession at his home institution.

3. The change agent must have confidence in the module and be able to transmit this confidence.

4. The change agent must be sensitive to the needs, demands, problems, frustrations, and weaknesses of users.

5. The change agent must have sensitivity and skill in interpersonal relations particularly when dealing with stressful situations.

Relationships That the Change Agent Has with the Faculty

1. A change agent must be able to communicate with the faculty.

2. A change agent should ideally feel comfortable with the faculty.

3. A change agent should not feel that it is necessary to be comfortable with all of the faculty and must be prepared to be a scapegoat if necessary.

4. A change agent must be able to enthuse the faculty about research and development so that the faculty can finally lead R&D and become self-sustaining.

5. Initially, the change agent need only to enthuse a small number of the faculty, but during the evaluation, trial and adoption stages, it is crucial that large numbers of the faculty become involved.

6. The change agent can appeal to the logic and reason of the faculty, emphasizing intrinsic value of the innovation.

Relationships that the Change Agent has with the Administration

1. The change agent must be able to communicate with authority figures.

2. Ideally, a change agent should feel comfortable with the dean and have an open rapport with the administration.

3. A change agent will not feel comfortable with <u>all</u> administration members even in an ideal setting.

4. The change agent must be willing to risk disagreements with the administration for the sake of the success of the innovation, even in an ideal situation.

If the ratings that you have made fall into the marginally acceptable range of scores (56-137) for a module adopting institution, the following statements, based on responses of change agents and a review of the literature, are designed to serve as guidelines for the change agent.

Leadership Style of the Change Agent

1. The change agent must have high enthusiasm for his work.

2. The change agent must not be concerned with making a name for himself.

3. The change agent must be able to respond to the level of enthusiasm, interest and commitment to the innovations which he introduces.

4. The change agent must be able to motivate key persons within the institution with outside rewards such as grants, aid, etc., since appealing to logic and reason may not be sufficient.

5. The change agent must be prepared to accept minimal results.

6. The change agent must try to limit his role to that of a consultant, though the job may at times entail much more work and involvement. The earlier an internal agent can be located, the likelier the chances of a speedy adoption.

General Cognitive Skills of the Change Agent

1. The change agent must have knowledge of possible strategies.

2. The change agent must be familiar with his product and its attributes.

3. The change agent must be able to use knowledge of change strategies creatively, considering the particular institutional variables.

4. The change agent must be able to sense the appropriate level of intervention. Initially, interventions should be limited to a level which is clearly supported by organization members. As trust is established between the change agent and the organization, the change agent may move to less certain levels of intervention.

5. The change agent must be able to emphasize particular properties of an innovation effectively on the basis of the values of the organization.

6. The change agent must be able to develop an organizational strategy that focuses on people as performers of functions within the organization, rather than as individuals involved in interpersonal relationships, if the institutional situation demands it.

General Communication and Interpersonal Skills of the Change Agent

1. The change agent must be aware of the real needs of the institution. The real needs may not correspond with the stated needs.

2. The change agent must be able to obtain and act quickly on feedback from organization members

3. The change agent must have use of communication channels. If not, then the change agent must be able to create his own means of communicating and receiving information.

4. The change agent must have sensitivity and interpersonal skills, particularly when dealing with stressful situations.

5. The change agent must be able to communicate particular attributes of the product at the appropriate stages of the change sequence and in the language of the users.

Relationships That the Change Agent has With the Faculty

1. The change agent must be able to collaborate with interested faculty members, especially when there is disagreement with the administration.

2. The change agent should be willing to work with perhaps one or two interested faculty.

3. The change agent should be able to present the innovation to the faculty in terms of how well it fits into the structure of their teaching environment.

4. The change agent must be able to involve as many faculty as possible, as early as possible.

5. The change agent should remain in contact with individual, interested faculty. They may eventually move to more innovative organizations.

Relationships That the Change Agent Has with the Administration

1. The change agent must be able to accept the administration's lack of interest in innovation.

2. The change agent must be able to work around and outguess unhelpful administrators in order to reach interested faculty.

3. The change agent must be able to convince power holders that the innovation is in their best interests.

4. The change agent must be able to communicate with administrators in terms of their values and norms.

5. The change agent must be willing to risk disagreements with the administration for the sake of the success of the innovation.

If the ratings that you have made fall into the unacceptable range of scores (0-55) for a module adopting institution, the following statements, based on responses of change agents and a review of the literature, are designed to serve as guidelines for the change agent.

Leadership Style of the Change Agent

1. The change agent must be enthusiastic about innovation.
2. The change agent must be energetic, since it would take a tremendous amount of time and energy on the part of the change agent in order to make any inroads.
3. The change agent must be well liked by his colleagues.
4. The change agent must be able to stay with a situation which shows no immediate promise of success or improvement.
5. The change agent must be highly persuasive and aggressive.
6. The change agent must be able to exercise a flexible ethicality in circumventing systems and persons, even at the risk of being called unethical, slippery, dishonest and untruthful.
7. The change agent must often be a "low key" operator to convince the adopters that the whole process was their idea.

General Cognitive Skills of the Change Agent

1. The change agent must be able to identify the most advantageous strategy for the situation in terms of the institutional variables.
2. The change agent should be oriented toward teaching research and enthusiastic about sharing results.
3. The change agent must be able to quickly identify the "power structure" and obtain support from these persons if he is to meet with some success.
4. The change agent must be able to obtain visibility and rewards for organization members who are trying out new ideas.

5. The change agent must be able to use feedback effectively.

6. If the situation demands it, the change agent must be able to design an organization that is not dependent on interpersonal relations, but rather, on people as performers of functions within a system.

7. The change agent must be aware of intervention levels and intervene only at levels which members of the organization can understand and accept.

General Communication and Interpersonal Skills of the Change Agent

1. The change agent must gain access to and perhaps some control over communication channels, inventing new ones if necessary.

2. The change agent must be willing to be the aggressor most of the time, but must be able to do so tactfully.

3. The change agent must be able to communicate in terms of the existing norms and values of the organization and must be able to present the innovation in terms of these values.

4. The change agent must communicate directly, rather than depending on second or third parties.

5. The change agent must have high interpersonal skills.

6. The change agent should maintain "open" communications as much as possible. Promises of confidentiality make a closed environment even more closed.

Relationships That the Change Agent Has with the Faculty

1. The change agent must prove himself to be trustworthy and cannot expect any immediate support from the faculty.

2. The change agent should emphasize how many other institutions have successfully adopted the innovation.

3. The change agent may wish to take the faculty to visit other organizations which have successfully adopted the innovation.

4. The change agent must be able to present the innovation to the faculty in terms of how well it fits into the structure of their teaching environment.

5. The change agent should develop and follow up any interest at all from the faculty.

Relationships That the Change Agent Has with the Administration

1. The change agent should not expect support from administration members.

2. The change agent should try to convince power holders of change in terms of their own self interests.

3. The change agent should find out what the administration <u>really</u> wants.

4. Initial (and perhaps all) interventions should be at a level which is non-threatening to administrators as well as to the organizational norms.

5. The change agent must be able to outguess and subtly work around unhelpful administrators.

6. The change agent must emphasize how many other institutions have successfully adopted the innovation and encourage communications between administrators of adopting institutions and administrators of the unacceptable institution.

If the ratings that you have made fall into the ideal range of scores (152-232) for an institution adopting a psychological assessment battery with a counseling orientation, the following statements, based on responses of change agents and a review of the literature, are designed to serve as guidelines for the change agent.

Leadership Style of the Change Agent

1. The change agent should have enthusiasm for his work and be energetic.

2. The change agent must be able to respond to unanticipated problems brought on by differential use of innovations.

3. The change agent must be calm and flexible.

4. The change agent must be facilitative.

5. The change agent must have good relationships with members of the organization.

6. The change agent must demonstrate his concern.

General Cognitive Skills of the Change Agent

1. The change agent should have knowledge and experience in counseling and curriculum and instruction areas.

2. The change agent must be able to quickly analyze power structures and motives of personnel in adopting institution and be able to predict individual differences in reaction to his innovation.

3. The change agent must have broad knowledge of many assessment feedback programs.

4. The change agent must be able to assess institutional idiosyncracies quickly and accurately and be flexible enough to respond to problems by utilizing alternative approaches.

5. The change agent must have knowledge of priorities and criteria for effective utilization of the product.

General Communication and Interpersonal Skills of the Change Agent

1. The change agent must communicate through his actions his concern for the situation as it evolves.

2. The change agent must be able to maintain objectivity in critical situations.

3. The change agent must be sensitive to the needs, demands, problems, frustrations, and weaknesses of the users.

4. The change agent must be able to communicate effectively and freely within the organization.

5. The change agent must have skill and training in interpersonal relations.

6. The change agent should act as a go-between for the various user systems.

Relationship That the Change Agent Has with the Counselor

1. The change agent must have the support of the counselor.

2. The change agent should support the counselor.

3. The change agent must have "open" communications with the counselor.

4. The change agent should act as a consultant and assistant to the counselor.

Relationships That the Change Agent Has with the Administration

1. The change agent must be able to communicate well with authority figures.

2. Ideally, the change agent should have an open rapport with administrators.

3. The change agent may not have the support of all administrators.

4. The change agent must be willing to risk disagreement with the administration at times to support the counselor, even in an ideal situation.

If the ratings that you have made fall into the marginally acceptable range of scores (63-151) for an institution adopting a psychological assessment battery with a counseling orientation, the following statements, based on responses of change agents and a review of the literature, are designed to serve as guidelines for the change agent.

Leadership Style of the Change Agent

1. The change agent must be calm and flexible.

2. The change agent must be a facilitator.

3. The change agent must be enthusiastic.

4. The change agent must have great confidence in the innovation.

5. The change agent must be able to respond to unanticipated problems brought on by differential use of innovations.

General Cognitive Skills of the Change Agent

1. The change agent must have knowledge of and experience in using group dynamics.

2. The change agent must be able to appeal to the logic and reason of some individual who can carry the program.

3. The change agent must be able to point out extrinsic rewards to maintain the tolerance of the rest of the staff.

4. The change agent may need experience and background in legalities of the program for the dean.

5. The change agent must be able to identify the barriers present in the system and possess sufficient skills to surmount these obstructions.

6. The change agent must be familiar with the use of criteria and priorities to determine whether continued effort is worthwhile.

General Communication and Interpersonal Skills of the Change Agent

1. The change agent must be able to maintain and strengthen contacts among the various users.

2. The change agent must be sensitive to stress situations.

3. The change agent must be skillful and trained in interpersonal interactions.

4. The change agent must be aware of the strengths and weaknesses of the organization and its members and devise the innovation to "fit" the particular organization.

5. The change agent must have skills as a group leader.

6. The change agent must be able to present the attributes of the innovation in terms of existing norms.

Relationship That the Change Agent Has with the Counselor

1. The change agent must be able to collaborate with the counselor.

2. The change agent should inform the counselor that a highly sophisticated use of the innovation is not possible without strong departmental support.

3. The change agent should inform the counselor that one does not have to use the innovation in a highly sophisticated manner in order to derive benefits, and there is small risk of harmful effects for the student or the counselor himself.

4. The change agent should act as a consultant to the counselor.

Relationships That the Change Agent Has with the Administration

1. The change agent must be able to work with the department chairman in relation to the chairman's interests and values.

2. It may be helpful to point out to the administration how many other institutions have successfully adopted the innovation.

3. The change agent should act as a go-between for administrators of successfully adopting institutions and this institution.

4. The change agent should try to locate at least one supportive administrator as early as possible.

If the ratings that you have made fall into the unacceptable range of scores (0-62) for an institution adopting a psychological assessment battery with a counseling orientation, the following statements, based on responses of change agents and a review of the literature, are designed to serve as guidelines for the change agent.

Leadership Style of the Change Agent

1. The change agent must always maintain the option of pulling out graciously.

2. The change agent must be willing to devote endless time and energy to the task.

3. The change agent must believe very strongly in what he is doing.

4. The change agent must not expect obvious rewards for his endeavors.

General Cognitive Skills of the Change Agent

1. The change agent must be able to evaluate a completely negative situation when that situation exists.

2. The change agent must be able to estimate the importance of his time, reject institutions which demonstrate high risk, and not waste resources.

3. The change agent must develop, as part of a product, evaluative criteria and priorities on which he can subsequently base a decision to pull out or redirect his efforts at any point.

4. The change agent must be aware of many alternative strategies.

General Communication and Interpersonal Skills of the Change Agent

1. The change agent must have excellent skill and training in interpersonal skills.

2. The change agent must have access to communication channels or create new ones if necessary.

3. The change agent must be able to communicate in terms of the existing norms and values of the organization.

4. The change agent must convince organization members of his trustworthiness.

Relationship That the Change Agent Has with the Counselor

1. The change agent may or may not have a collaborative relationship with the counselor.

2. The change agent may have to win the trust of the counselor.

3. The change agent should try to establish an "open" rapport with the counselor, explaining all possibilities of the innovation in terms of the institutional variables.

4. If the counselor is supportive and the administration is not, the change agent should assist the counselor in whatever ways he can.

Relationships That the Change Agent Has with the Administration

1. The change agent will probably be treated with great mistrust and suspicion.

2. The change agent must try to win support from the administration by explaining the innovation in terms of the administration's self interests.

3. Because communication channels may be inefficient and ineffectual, the change agent should communicate directly with administrators and other persons within the organization, in order to avoid miscommunications.

4. The change agent shouldn't agree to any kind of "confidentiality," except when absolutely necessary, because this encourages "closed" communications in an already "closed" environment.

5. The change agent should risk very few disagreements with the administration, except for the sake of the innovation, since the administration is probably suspicious of innovators and innovations.

6. The change agent should emphasize how many institutions have adopted the innovation and try to use peer pressure as much as possible to convince the institution of the value of the innovation.